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**Multilingual Research for Interviewer Doorstep Messages  
Final Report**

Mandy Sha<sup>1</sup>  
Jiyoung Son<sup>1</sup>  
Yuling Pan<sup>1</sup>  
Hyunjoo Park<sup>1</sup>  
Alisú Schoua-Glusberg<sup>2</sup>  
Casey Tasfaye<sup>2</sup>  
Anna B. Sandoval Girón  
Yazmín A. García Trejo  
Rodney Terry  
Patricia Goerman  
Mikelyn Meyers  
Lucia Lykke  
Aleia Clark Fobia

<sup>1</sup>RTI International  
<sup>2</sup>Research Support Services

Center for Survey Measurement  
Research and Methodology Directorate  
U.S. Census Bureau  
Washington, D.C. 20233

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## Abstract

This study uses focus group methodology and a team of language and survey experts to tailor and improve interviewer doorstep messages for use with English and non-English speakers. A secondary focus is to investigate whether bilingual respondents understand and interpret these messages differently from monolingual respondents. The focus group data formed the basis of the analysis to address the following research questions: (1) Which messages work best in various languages to encourage census response from English and non-English speakers? (2) How should the content of messages be tailored for the specific language groups in question? (3) Do monolingual and bilingual respondents understand and interpret messages differently?

This report presents findings from 42 focus groups conducted in Chinese, Korean, Vietnamese, Arabic, Spanish, Russian, and English. One hundred seventy-one monolingual and 169 bilingual participants were in the non-English groups and all participants in the English-language focus groups spoke English as their native or near native language. Findings include discussion of the use of a Language Identification Card, interviewer's behavior and appearance, messages that best encourage census participation, and the most common concerns regarding the census. The report recommends key messages and interviewer behaviors that could encourage English and non-English speakers' participation in the decennial census, along with lessons learned and recommendations for future research.

**Keywords:** Multilingual Survey Research; Doorstep Messaging; Message Adaptation; Chinese, Korean, Vietnamese, Arabic, Spanish, Russian; Focus Groups.

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## Executive Summary

### ES.1 Purpose of the Study and Background

This report is based on research conducted by the U.S. Census Bureau's Center for Survey Measurement's (CSM's) Language and Cross Cultural Research Group with assistance from RTI International and Research Support Services Inc. (RSS). It augments a growing body of research on messaging for use with potential census participants whose dominant language is not English. This study tailors, tests, and produces recommendations to improve doorstep messaging for hard-to-count non-English speakers and investigates whether bilingual respondents understand or interpret these messages differently than monolingual respondents.

For this study, we conducted 42 focus groups in seven languages: Arabic, Chinese, English, Korean, Russian, Spanish, and Vietnamese, then used the findings from the groups to address these research questions:

1. Which messages work best in various languages to encourage census response from English and non-English speakers?
2. Do monolingual and bilingual speakers of these languages understand and interpret messages differently?
2. Should the content of messages be tailored for the specific language groups in question and, if so, how?

The focus groups included adult men and women and used a research framework based on prior studies that examined mindsets regarding census participation among English and non-English speakers. We developed doorstep messages that were tailored to address each of the following four situations or mindsets:

- *Language barrier:* These respondents have limited or low English proficiency and may not have heard about the census before.
- *Unaware:* These respondents have low awareness of the census and often carry ambivalent attitudes toward participation.
- *Fear/Mistrust of government:* These respondents are fearful or mistrustful toward the government. They generally do not believe that the government is out to help them. This included the Security Information Card.
- *Low engagement:* These respondents are not interested in the burdens of civic duty, or they may think that the census does not apply to them.

These messages were developed in English and then translated and culturally adapted for each language using a panel of experts. For all languages but English, the six focus groups were evenly divided with three groups of monolingual participants and three groups of bilingual participants who are native speakers of the target language. The English-language focus groups were also evenly divided, with three groups of monolingual English speakers and three with bilingual participants who spoke English and at least one other language.

Focus group participants were presented with a series of short amateur videos that were based on the four situations/mindsets detailed above and demonstrate the interaction at the doorstep using actors as interviewers and respondents. For example, one video meant to represent a household

respondent who was fearful/had mistrust of the government, and a mock census enumerator came to the door, explained the census, and asked for their participation. This respondent was particularly concerned about the reasons why the Census Bureau needed to speak to her and why it needed information on her household. The focus group findings represent the participants' responses to the videos and were elicited by an experienced moderator using a moderator guide that was first developed in English and then translated and adapted into the target languages by the same set of language experts who collaborated on the video scripts' translation and adaptation. During the focus groups, participants reacted to the messaging in the videos, and the interviewer's behavior and appearance. Another element of the videos that was explored was the Census Bureau "Language Identification Card." This is an 8.5 by 11 inches trifold that contains instructions for a non-English speaking respondent to either locate someone who could communicate in English or provide their phone number for a call back from someone from the Census Bureau who speaks their language. Interviewers are trained to use this card in situations where they encounter any kind of language barrier at the doorstep. As they discussed the videos, they also spoke about their concerns regarding the census. Lead researchers used these findings to recommend key messages and interviewer behaviors to encourage participation in the census.

## **ES.2 Language Barrier**

To model the situation where the interviewer and respondent do not have a common language, the participants watched a video that showed an interviewer using a Language Identification Card to interact with the respondent. The language card provides instructions in 53 languages for the respondent to either locate someone who could communicate in English or provide their phone number for a call back from someone from the Census Bureau who speaks their language. The card lists 53 languages, the first two English and Spanish, followed by others languages in alphabetic order. Participants across the language groups generally appreciated this card, and all located their language on the card. However, some languages were easier to locate than others, and some participants found the card to be overwhelming. Some suggested making the card easier to use, including increasing the font size, adding more color, or changing the order of the list of languages. Others suggested replacing the card with an app. The Vietnamese and Russian participants, whose languages were on the last page of the card, had the hardest time locating their language and had the most suggestions to improve the card.

Although they appreciated the Language Identification Card as a communication strategy, the participants across all groups expressed concerns about giving their phone number to an interviewer who was essentially a stranger. Some suggested instead that the interviewer provide the respondent with the appropriate contact information, that the Census Bureau should provide a way to verify the interviewer's identity or affiliation, or that they should have the option of visiting a Census Bureau location in person to complete the form. Detailed reactions of participants to the Language Identification Card can be found in the chapters that are dedicated to the findings from each language.

## **ES.3 Interviewer Appearance and Behavior**

The participants across all languages expressed concerns about opening the door to a stranger, and the legitimacy of the interviewer was an important topic of conversation. They appreciated that the

interviewer was wearing a Census ID badge, but recommended that the interviewers wear more of a uniform or another branded piece of clothing that is highly visible.

Most participants thought that interviewer behavior that was professional, polite, patient, and friendly was important to encourage them to participate in the census, but even with these behaviors, many would prefer to be visited by an interviewer who shared their ethnicity or language. Participants also found eye contact to be important and reacted negatively to interviewer speech that sounded rehearsed or too fast.

Participants were highly aware of the interviewer's body positioning. Chinese- and Arabic-language focus group participants were sensitive to the interviewer positioning herself too close to the door or stepping inside without an invitation. These groups preferred that the interviewer step back after knocking. English- and Russian-speaking participants worried about the interviewer trying to peek inside the home, and Russian-speaking participants worried about the possibility of the interviewer putting their foot in the door to stop the respondent from shutting it.

Participants also spoke about the importance of being aware of the census prior to the visit. Their recommendations included sending multilingual notification letters or a multilingual notice at the doorstep, engaging in community outreach and multimedia campaigns, and communicating with the management of an apartment building before a visit.

#### **ES.4 Reactions to Key Census Messages**

There were both commonalities and differences in the participants' reactions to the key messages delivered in the videos. All the focus groups except for the Russian-language focus groups appreciated the messaging about the benefits of the census to local communities, especially their own ethnic communities. For these groups, this message was the most appealing and most important to mention, and they would have liked to hear about this in more detail. However, the Russian-language groups often found this type of messaging superfluous, and some found it hard to believe. Participants across language groups also found it essential to mention that the census is important and that it is used for funding allocations, although Russian-language focus group participants emphasized that this message should be conveyed succinctly.

Participants in all language groups except for Spanish and Vietnamese found it very important to mention that participation in the census is legally required. The Chinese-, Arabic-, and Russian-language groups considered this message important as it associated census participation with civic duty. Spanish- and Vietnamese-speaking participants found the language around the legal requirement to be overly harsh or direct. Korean- and Vietnamese-speaking participants suggested that the importance of participating be indirectly emphasized by mentioning that if the census is not completed during this visit it will eventually be completed during an additional visit.

All groups appreciated the assurance of confidentiality and found it vital to hear that census participation would not affect their immigration status or benefits. This message was conveyed during the videos with the help of a Security Information Card, and the Chinese-, Arabic-, English- and Russian-language focus groups reacted positively to the card, finding added assurance in seeing the policy in writing.



Notably, the Russian- and English-language focus groups strongly preferred a much more succinct and direct pitch that quickly mentioned that the census is important, that it is required by law, that the responses will be kept confidential, and that participating in the census should only take a few minutes of their time.

Participants in all languages also found it imperative to mention early in the interaction that the census should take 10 minutes or less, although some participants thought it would be better to emphasize that it would take 10 minutes at most and likely less time than that. These participants noted that “*under* 10 minutes” is commonly perceived as notably less burdensome than “10 minutes,” and this difference could be key to convincing households to participate.

## **ES.5 Common Concerns**

Participants in all the focus groups raised concerns about participating in the census. These included concerns about opening their door for a stranger, navigating a potential language barrier, verifying that someone who comes to the door is in fact a Census interviewer, sharing information with a stranger, and not knowing what will happen with the information they share and a more general fear of government. A lack of knowledge about the purpose and benefits of the census was raised as a key concern only in the English-language focus groups. The concerns were expressed by the groups across languages in different ways and with varying degrees of salience. For example, fear or mistrust of government was a salient concern for the Spanish-, Arabic-, English- and Russian-language focus groups. The Spanish-, English-, and Arabic-language groups were concerned about the implications of providing information to the U.S. government, while the Russian-language groups were more concerned about differentiating their experience with the U.S. Census Bureau worker from any bad experiences with the government in their home country. To counter these concerns, we recommend messages that target heightened safety concerns, such as the independence of the census from issues of immigrant status, and the protection of personal information.

## **ES.6 Differences Between Bilingual and Monolingual Groups**

We did not find any striking differences between monolingual and bilingual participants in their interpretation of key census messages. The minor differences that we did find were in the reactions of some of the groups to interviewer behavior and in the types of participants in some of the monolingual versus bilingual groups. More information about the differences we did find can be found in the individual language chapters.

## **ES.7 Lessons Learned**

This project demonstrated the value of involving language experts in the early stages of a project to help the translation and adaptation processes run smoothly and of documenting any cultural or linguistic adaptations carefully throughout the process. This project also emphasized the importance of including feedback from participants about the language and messaging used. Through the process of the focus groups, we could hear participant’s concerns, ideas, and reactions to the proposed messages. Ultimately, we believe that the combination of input from participants and careful guidance from language experts can lead to a better set of translations and a more

effective set of messages. The methodological framework for this project built on the findings and lessons learned from previous research, adding perspective and nuance to emerging understanding of and continued refinement to evolving methods. This project also emphasized the importance of using a common stimulus across languages, working with focus group moderators who are experienced with the target groups, and then allowing sufficient time for discussion in the focus groups.

## **ES.8 Future Research**

This research opened interesting opportunities for follow-up. We recommend the following further research:

- Develop and test interviewer training materials that account for these situations, mindsets, and concerns. These training materials should emphasize the importance of active listening and reacting to the input from respondents, rather than practicing verbatim messages.
- Conduct research on how to tailor messaging for immigrant communities in a way that reflects societal shifts and evolving concerns.
- Continue research toward developing in-language materials to help gain cooperation from non-English-speaking respondents.
- Conduct research on the use of electronic translation applications and the role they play in identification of language spoken at the doorstep.
- Incorporate the messages from the current research into the 2020 Census nonresponse follow-up interviews.

# **1. INTRODUCTION**

Over the past several years, various research initiatives have focused on translating and adapting written and verbal messages for use with potential census participants who speak non-English languages – a subset of the “hard to survey” population (Tourangeau 2014). The U.S. Census Bureau Center for Survey Measurement (CSM) developed this research study to tailor and improve messages to increase response rates, particularly self-response rates, among English- and non-English-speaking populations. The studies (?) were based on various decennial census language research initiatives that examined translating and adapting written and verbal messages for use with potential census respondents who speak non-English languages. These research findings are important because when written and verbal messages are delivered effectively, they can help gain respondents’ trust and in turn encourage their participation.

## **1.1 Purpose of the Study and Background**

This study tailors and improves interviewer doorstep messages for use with non-English speakers to increase response from these hard-to-count populations. A secondary focus is to investigate whether bilingual respondents understand and interpret these messages differently from monolinguals. Historically, research has almost exclusively focused on those who speak limited or no English as the intended recipients of non-English messages and materials. The results from this study will provide the literature to re-examine this focus.

RTI International and Research Support Services (RSS) assisted the Census Bureau by conducting 36 focus groups in the six more frequently used non-English languages in the United States: Spanish, Chinese, Vietnamese, Korean, Arabic, and Russian (Census Bureau, 2015). Among the six focus groups conducted for each non-English language, three groups consisted of monolingual speakers and three groups comprised bilingual speakers who spoke English. Census Bureau researchers conducted six English-language focus groups that also included three groups of monolingual English speakers and three groups of bilingual speakers of English and another language. The focus group data formed the basis of the analysis to address the following research questions:

1. What messages work best in encouraging census response of non-English speakers in various languages?
2. Do monolingual and bilingual speakers of these languages understand and interpret messages differently?
2. How should the content of messages be tailored for the specific language groups in question and, if so, how?

## **1.2 Present State of Knowledge/Literature Review**

Introductory messages can include a greeting from the interviewer, explanations about the purpose of a survey, rapport building, conversational introductions, and communication style. Given the importance of survey introductory messages on nonresponse, Couper (1997) encourages survey researchers to pay attention to the interactions happening between respondents and interviewers because these represent a less explored path toward reducing nonresponse and measurement errors. According to Groves and colleagues (1992), introductory survey messages comprise at least two

components that can help to improve response rates: interviewer communication style and the use of scripted introductory messages. Communication style at the beginning of a survey can include elements related to voice and speech patterns such as intonation, volume, and pronunciation of words that have an impact on refusals during the first minutes of an interview. For instance, Benki et al. (2011) tested the relationship between interviewer speech rates, voice pitch variations, and pausing on survey participation (e.g., agreement to participate or schedule a callback, refusals). This study found that speaking at a moderate speed and pausing during the invitation to participate in the survey positively influenced the respondent's decision to participate or their agreement to schedule a callback. Thus, communication style can have a positive impact on a respondent's decision to participate at the beginning of a survey.

Regarding the use of scripted versus conversational introductions, several researchers have looked at the effect of conversational introductions and survey. For example, Houtkoop-Steenstra & van den Bergh (2000) conducted an experiment to compare scripted and conversational introductions. According to this study, interviewers who used an agenda-based introduction, which means that they were able to tailor the introduction to the survey, had the largest positive effect on survey completion and willingness to schedule an appointment and got the fewest refusals. The authors reported that conversational introduction sounded less robotic and had the potential to persuade a potential participant to spend their time answering a survey. The work of Bates et al. (2008) focuses on the study of doorstep interactions to explain non-response to government surveys. This study finds that adding data on doorstep interactions to models of non-response can give clues to help improve participation rates. Interviewers can keep track of issues expressed by respondents, such as privacy concerns. This, in turn, can help to explain why a person may have refused to participate at the start of the survey. Durrant & D'Arriago (2014) also focused on the study of doorstep interactions and found that interviewers' experience level and confidence affected response rates. For example, they explain that "[i]nterviewers who are more confident in their ability to convince reluctant responses have indeed significantly less refusals" (Durrant & D'Arriago, 2014, pp. 508). Much of the additional literature on effects of introductory survey messages focuses on interviewer characteristics and behaviors that can be used to gain cooperation (e.g., communication style, the use of scripted introductions, behavior toward introductory messages, specific face-to-face interactions). Studying these factors can inform ways to reduce survey nonresponse. They also help to identify areas in which interviewer training can be improved. One less-explored topic is cross-cultural factors, such as language barriers and culture-specific social norms that may have an impact on survey participation.

The importance of gaining respondent cooperation in non-English languages has long attracted the Census Bureau. A program of research on increasing response quality and participation rates of non-English speakers has been in effect since the early 2000s. Studying the elements of introductory messages across languages can shed light on improving interviewer training and reduce the cost of field operations by reducing the number of contact attempts necessary to gain cooperation. The U.S. decennial census includes a nonresponse follow-up doorstep operation, which is a great opportunity to study interviewer introductory messages.

### 1.3 Rationale for Using Focus Group Method

Focus groups were chosen as the method to seek respondent feedback on messages because they are ideal for identifying variation in interpretation and ideas across many people in a cost-effective way. They are also a method that is typically used early in a development cycle when messages or wording is still under development. Focus groups allow for interaction among respondents which allows discussion, large numbers of new ideas and sometimes allows disagreement to come to the forefront of the discussion (Census Bureau Pretesting Standard 2003). This was an ideal method for the type of information we were seeking from respondents in this project.

## 2. METHODOLOGY

A total of 321 adult men and women participated in 36 focus groups, with six focus groups in each of the following languages: Spanish, Russian, Chinese, Korean, Vietnamese, and Arabic. An additional six focus groups were conducted in English with 45 participants. This chapter outlines the methodology employed in this study, which was built upon previous studies and a 2015 multilingual focus group study conducted by the Census Bureau (McAvinchey, 2015; Pan, 2015; Park, 2015; Schoua-Glusberg, 2015; Sha, 2015; Son, 2015; Sha et al., 2016).

We used focus groups to explore respondents' reactions to videos produced to mimic common scenarios in the field when interviewers encounter four specific scenarios: a language barrier between the interviewer and the respondent; a lack of awareness of the census; fear and/or mistrust of the government; and a lack of interest in engaging in civic duties. We evaluated the use and text of the Language ID card, which helps the interviewer and the respondent identify the language the respondent speaks. Lastly we reviewed the Security Information Card, which contains the standard census confidentiality language.

### 2.1 Research Framework

The research framework for the current study is based on prior literature that examined participation mindsets in the decennial census for informing the communications campaign for the 2010 Census. The mindsets represent a framework to analyze census participation of both the general population (Williams, Bates, Lotti, & Wroblewski, 2015) and non-English-speaking populations (Bates & Pan, 2009). The current study focuses on four participation mindsets:

- *Language barrier*: These respondents have limited or low English-language proficiency. This has prevented information about the census from reaching them, and therefore, they usually do not know about the census. The Census interviewers may not speak the respondents' language to provide the information.
- *Unaware*: These respondents are described in the literature as unacquainted, insulated, or headnodders (Williams, Bates, Lotti, & Wroblewski 2015). They have low awareness of the census but are open to learning about it. They are ambivalent about their participation, yet they may be easily impressionable to negative campaigns about the census.
- *Fear/Mistrust of government*: These respondents are fearful or mistrustful toward the U.S. government. They may not want to disclose their specific personal situations (e.g., they have undesirable living arrangements, they have a criminal record, they are

undocumented). They may not trust the government because they feel that the government is not genuinely trying to help them or does not truly honor privacy and confidentiality.

- *Low engagement:* These respondents are not interested in engaging in any civic duty (e.g., they work long hours, they are fatigued, they do not think that the census applies to them).

Doorstep messages were developed to address concerns represented by these four mindsets to identify ways to encourage participation in the census from Spanish, Russian, Chinese, Korean, Vietnamese, and Arabic speakers.

## 2.2 Non-English Language Teams

The first step for conducting multilingual focus groups is to organize a panel of experts for each non-English-language group. As shown in *Exhibit 2-1*, each language team was composed of one or two lead researchers and two or more language experts. Each language's focus groups were conducted by the same moderator for a particular language, except for the Spanish-language focus groups, which were conducted by two moderators who have over a decade of experience conducting research related to the decennial census.

**Exhibit 2-1. Language Teams**

Chinese	Korean	Vietnamese	Russian	Arabic	Spanish
Yuling Pan <sup>a</sup>	Hyunjoo	Jiyoung Son <sup>a</sup>	Alisú Schoua-	Mandy Sha <sup>a</sup>	Alisú Schoua-
H. Jiang <sup>b</sup>	Park <sup>a,b</sup>	P. Nguyen <sup>b</sup>	Glusberg <sup>a</sup>	Jiyoung Son <sup>a</sup>	Glusberg <sup>a,b</sup>
S. Wang	J. Son	L. Nguyen	Jenya Haps <sup>b</sup>	S. Elhady <sup>b</sup>	Georgina
(Representing	S. Kim	K. Truong	N. Manishevich	K. Haimour	McAvinchey <sup>b</sup>
Beijing		A. Nguyen		Z. Turk	Y. Fowler
Mandarin,		(Representing		E. Hagel-Agib	M. Borobia
Taiwanese, and		the northern,		C. Chemaly	J. Camacho
Cantonese		north-central,		A. Jaber	J. Moncada
dialects)		and southern		(Representing	(Representing
		regional		Middle Eastern	Mexico, Central
		accents)		and North	and South
				African Arabic-	America, and
				language	the Caribbean
				usage and	Spanish-
				Arab Muslims	linguistic usage)
				and Christians)	

<sup>a</sup> Lead researcher

<sup>b</sup> Focus group moderator

The qualifications and experience sought in the panel of language experts were (1) target language–English bilingual ability, (2) formal education or instruction received in the target language, (3) knowledge of the target-language culture and experience in working with target-language speakers residing in the United States, (4) experience as professional translators with cross-cultural methodology, and (5) experience in focus groups or with hard-to-reach non-English speakers. Most of the language experts had prior extensive experience regarding survey translation

and regarding Census Bureau surveys and procedures and had contributed to the 2015 multilingual focus group study sponsored by the Census Bureau.<sup>1</sup>

## 2.3 Focus Group Materials

### 2.3.1 *Developing Video Scripts*

The Census Bureau designed the study to show focus group participants short videos of the interaction between a respondent and a Census Bureau interviewer at the doorstep. We developed the video scripts for non-English speakers in English and then produced a translation or adaptation into Spanish, Russian, Chinese, Korean, Vietnamese, and Arabic to make them linguistically and culturally appropriate. Some minor modifications were made to the original English video scripts to be appropriate for the English-speaking focus groups, which were mostly U.S.-born respondents. *Exhibit 2-2* summarizes the content of the videos and the messages that each video addresses. The four base scripts for the non-English groups can be viewed in English in *Appendix A*.

### 2.3.2 *Adapting of Video Scripts and Messages in Multiple Languages*

The goal of adaptation is to produce a script that sounds like a natural conversation between two speakers in a target language and not like a translation from an English script. In the adaptation process, each team focused on tailoring the scripts to have the right verbal and nonverbal cues, including appropriate terms of address, politeness expressions, gestures, and eye contact for each language and culture.

The translation teams followed a stepwise process to adapt the scripts.

1. Read the English script more than once to get a good understanding of the purpose of the interaction and the key messages that the interviewer is trying to convey to the respondent.
2. Imagined self as the interviewer trying to persuade the respondent to agree to participate in the survey using the messages in the video script.
3. Drafted the conversation in the target language, using the English script as a guideline and framework only, not a word-for-word translation. To facilitate the team discussion, this draft was initiated by one person and then reviewed by the full team.
4. Took each message as a unit, and within each message, tailored how it was expressed, such as what to say first, which words to use to express the idea, etc. The tailoring included the following techniques:
  - Reordering sentences to make them sound more natural
  - Breaking down a long sentence or restructuring a sentence to make it sound more natural.
5. Read aloud more than once to ascertain how the adapted script sounded and then made changes if necessary.

Translators were informed that they had latitude to suggest cultural adaptations that may be needed to make the translated scripts equivalent to the English original while making them culturally and

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<sup>1</sup> These qualifications facilitate a deep understanding of the research objectives and the populations under study.

linguistically appropriate for the target population. The adaptations were limited in number and in scope. For example, they included using culturally common ways to answer the door and to invite the interviewer to come into the dwelling and suggestions on how a monolingual speaker reacts and talks when spoken to in English. The suggested adaptations were formulated during committee discussions and suggested to the Census Bureau for approval.

## Exhibit 2-2. Summary of Video Contents

	Language Barrier	Unaware	Fear/Mistrust of Government	Low Engagement
<i>Language of conversation</i>	English (interviewer only)	Target language	Target language	Target language
<i>Video scenario</i>	The interviewer does not speak the respondent's language and uses the Language ID card.	The respondent is unaware of the census.	The respondent is afraid of penalties and does not trust what the government says.	The respondent is not interested in participating in the census because (s)he is not engaged.
<b>Messages</b>				
<i>Greeting</i>	X	X	X	X
<i>Self-introduction</i>	X	X	X	X
<i>Purpose of visit</i>	X	X	X	X
<i>Language barrier confirmation</i>	X			
<i>Use of Language ID Card to identify respondent's language</i>	X			
<i>Non-personal selection</i>			X	
<i>Address confirmation</i>		X	X	X
<i>Description of census</i>		X	X	
<i>Request for phone number with the Language Phone instrument</i>	X			
<i>Data use</i>		X	X	
<i>Benefits</i>		X	X	X
<i>Non-English-language support and easy questions</i>		X		
<i>Census questions</i>			X	X
<i>Who can participate</i>				X
<i>Confidentiality</i>		X	X	X
<i>Mandatory nature</i>		X	X	X
<i>Security warning statement card</i>		X	X	X
<i>Burden</i>		X	X	X



No need to enter the house and burden				X
Ask for help				X
Goodbye	X			

Because the initial scripts were developed with non-English-speaking, immigrant households in mind, the Census Bureau also adapted the original script for use in the English-language focus groups. The adaptation process followed a parallel process to the other languages. The adaptations aimed to target English-speaking households. The suggested adaptations were discussed during internal committee discussions and shared with the contractor team.

The adapted Spanish-, Russian-, Chinese-, Korean-, Vietnamese-, Arabic-, and English-language scripts can be viewed in **Appendix A**. A comparison of the adaptations across the languages can be viewed in **Appendix B** and is presented as back translations in English to facilitate the reader's understanding and the comparisons.

### 2.3.3 Producing Amateur Videos for the Focus Groups

Once the video scripts were finalized in collaboration with the Census Bureau, production of the videos began. For each non-English-language, four videos were filmed using amateur actors to depict the respondent–interviewer interactions for the four mindsets. For the English-language focus group, three videos were produced for three of the mindsets using amateur actors, and the *Language barrier video* produced for the Spanish-language focus group was used in the English-language focus groups.

To deliver the text of the scripts verbatim, the amateur actors memorized the script and referred to hardcopy scripts or a teleprompter for help. This precluded them from making consistent eye contact with the respondent, and the use of a teleprompter was sometimes noticeable. As much as possible, we standardized the filming by following a set of instructions (see **Appendix A9**). **Exhibit 2-3** shows the length of the videos per language.

**Exhibit 2-3. Length of Videos by Language and Mindset<sup>2</sup>**

	Language Barrier	Unaware	Fear/Mistrust of Government	Low Engagement
English	1:15	2:58	3:07	2:36
Spanish	1:15	3:34	3:46	3:13
Russian	1:48	5:08	5:30	4:25
Chinese	1:39	3:26	3:12	2:30
Korean	1:32	3:26	3:40	3:02

<sup>2</sup> The Chinese-language videos were filmed during the week of January 30, 2017; Korean-language videos during the week of February 13, 2017; Vietnamese-language videos during the week of February 27, 2017; and Arabic-language videos during the weeks of January 30 to February 13, 2017. The Russian-language videos were filmed during the week of February 13, 2017; Spanish-language videos during the week of February 20, 2017; and English-language videos during the week of March 6, 2017.

	Language Barrier	Unaware	Fear/Mistrust of Government	Low Engagement
Vietnamese	1:34	3:30	4:08	2:56
Arabic	0:56	2:59	3:12	2:25

Teams of researchers were located across the United States and this required that team split the filming work by different locations. The Russian, Spanish, and English team are based out of Chicago while the Chinese, Korean, Vietnamese, and Arabic teams are based out of research triangle.

**Russian, Spanish, and English.** Filming of these videos took place in an apartment building in Chicago, Illinois. The interviewer is first shown entering the building, then walking through a hallway to reach a specific apartment. The video camera was set up on a tripod in the hallway to film the respondent. First, all the scenes with the respondent were filmed, then the camera was moved to inside the apartment to film the interviewer speaking. Everything was filmed at least twice to have options to select during editing. The editing process was done on the day following the filming. *Exhibit 2-4* describes the video settings, and language-specific settings are indicated.

**Chinese, Korean, Vietnamese, and Arabic.** Filming of these videos took place at the doorstep of houses that were occupied by residents who speak those languages and reflected realistic home environments. The video camera was held or was set up on a tripod outside the house in a stationary position. A scene was refilmed if it did not conform to the script, and the video was edited the day after the filming. *Exhibit 2-4* describes the video settings, and language-specific settings are indicated.

**Exhibit 2-4. Video Settings**

Video	Interviewer	Respondent	Setting
Language barrier	<ul style="list-style-type: none"> <li>Professionally dressed in “business casual.”</li> <li>Wearing a visible Census ID Badge</li> <li>Carrying a bag with Census Bureau logo</li> <li>(Spanish/ Russian/ English) Middle-aged white woman</li> <li>(Chinese) Middle-aged, white man</li> <li>(Korean) Middle-aged, white woman</li> <li>(Vietnamese) Young, Asian man</li> <li>(Arabic) Middle-aged, white woman</li> </ul>	<ul style="list-style-type: none"> <li>Casually dressed</li> <li>(Spanish) Middle-aged Latina</li> <li>(Russian and English) Middle-aged white woman</li> <li>(Chinese) Older woman in her 60s</li> <li>(Korean) Young woman in her late 20s</li> <li>(Vietnamese) Older woman in her 60s</li> <li>(Arabic) Young woman in her late 20s, wearing a <i>hijab</i> (a scarf worn by some Muslim women)</li> </ul>	<ul style="list-style-type: none"> <li>Spanish/ Russian/ English</li> <li>Apartment building exterior establishing shot.</li> <li>Interaction with respondent happens in doorway of unit.</li> <li>(Spanish and English) Interviewer is seen ringing a bell and being buzzed into the building and knocking on a unit door.</li> <li>(Russian) Interviewer is seen walking into the building, and knocking on a unit door.</li> <li>Chinese/ Korean/ Vietnamese/ Arabic</li> <li>House</li> <li>Interviewer is seen ringing a bell or knocking on the door.</li> <li>Interaction with respondent happens by the door.</li> </ul>

(continued)

**Exhibit 2-4. Video Settings (continued)**

Video	Interviewer	Respondent	Setting
Unaware	<ul style="list-style-type: none"> <li>Professionally dressed</li> <li>Wearing a visible Census ID Badge</li> <li>Carrying a bag with Census Bureau logo</li> <li>(Spanish) Latina, a bit younger than respondent</li> <li>(Russian/ English) White woman, a bit younger than respondent</li> <li>(Chinese/ Korean/ Vietnamese/ Arabic) Middle-aged woman</li> </ul>	<ul style="list-style-type: none"> <li>Casually dressed</li> <li>(Spanish) Middle-aged Latina</li> <li>(Russian) Middle-aged White woman</li> <li>(English) African-American</li> <li>(Chinese) Middle-aged man</li> <li>(Korean) Young woman in her late 20s (same respondent in the <i>Language Barrier</i>)</li> <li>(Vietnamese) Older woman in her 60s (same respondent in <i>Language barrier</i>)</li> <li>(Arabic) Middle-aged man</li> </ul>	<p>Spanish/ Russian/ English</p> <ul style="list-style-type: none"> <li>Apartment building exterior establishing shot.</li> <li>Interviewer is then seen knocking on a unit door. Interaction with respondent happens in doorway of unit.</li> <li>(Spanish and English) Interviewer is seen ringing a bell and being buzzed into the building.</li> <li>(Russian and English) Interviewer is seen walking into the building.</li> </ul> <p>Chinese/ Korean/ Vietnamese/ Arabic</p> <ul style="list-style-type: none"> <li>House</li> <li>Interviewer is seen ringing a bell or knocking on the door.</li> <li>Interaction with respondent happens by the door and inside the home.</li> <li>(Arabic) A child is seen visibly present in the house</li> </ul>
Fear/ Mistrust of government	<ul style="list-style-type: none"> <li>Professionally dressed</li> <li>Wearing a visible Census ID Badge</li> <li>Carrying a bag with Census Bureau logo</li> <li>(Spanish) Latina, a bit younger than respondent</li> <li>(Russian/ English) White woman, a bit younger than respondent</li> <li>(Chinese/ Korean/ Vietnamese/ Arabic) Middle-aged woman (same interviewer in the <i>Unaware</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Casually dressed</li> <li>(Spanish) Middle-aged Latina</li> <li>(Russian) Middle-aged White woman</li> <li>(English) Middle-aged African-American woman</li> <li>(Chinese) Middle-aged man</li> <li>(Korean) Middle-aged man</li> <li>(Vietnamese) Older man in his 60s</li> <li>(Arabic) Middle-aged woman looks about the same age as interviewer</li> </ul>	<p>Spanish/ Russian/ English</p> <ul style="list-style-type: none"> <li>Apartment building exterior establishing shot.</li> <li>Interviewer is then seen knocking on a unit door. Interaction with respondent happens in doorway of unit.</li> <li>(Spanish and English) Interviewer is seen ringing a bell and being buzzed into the building.</li> <li>(Russian and English) Interviewer is seen walking into the building.</li> </ul> <p>Chinese/ Korean/ Vietnamese/ Arabic</p> <ul style="list-style-type: none"> <li>House</li> <li>Interviewer is seen ringing a bell or knocking on the door.</li> <li>Interactions with respondent happens by the door.</li> </ul>

(continued)

**Exhibit 2-4. Video Settings (continued)**

Video	Interviewer	Respondent	Setting
Low engagement	<ul style="list-style-type: none"> <li>Professionally dressed</li> <li>Wearing a visible Census ID Badge</li> <li>Carrying a bag with Census Bureau logo</li> <li>(Spanish) Latina, a bit younger than respondent</li> <li>(Russian/ English) White woman, a bit younger than respondent</li> <li>(Chinese/ Korean/ Vietnamese/ Arabic) Middle-aged woman (same interviewer in the <i>Unaware</i> and the <i>Fear</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Working class attire</li> <li>(Spanish) Middle-aged Latina</li> <li>(Russian) Middle-aged White woman</li> <li>(English) Middle-aged African-American woman</li> <li>(Chinese) Middle-aged man</li> <li>(Korean) Middle-aged man, looks younger than interviewer</li> <li>(Vietnamese) Middle-aged woman looks about the same age as interviewer</li> <li>(Arabic) Older man in his 60s</li> </ul>	<ul style="list-style-type: none"> <li>Spanish/ Russian/ English</li> <li>Apartment building exterior establishing shot.</li> <li>Interviewer is then seen knocking on a unit door. Interaction with respondent happens in doorway of unit.</li> <li>(Spanish and English) Interviewer is seen ringing a bell and being buzzed into the building.</li> <li>(Russian and English) Interviewer is seen walking into the building.</li> <li>Chinese/ Korean/ Vietnamese/ Arabic</li> <li>House</li> <li>Interviewer is seen ringing a bell or knocking on the door.</li> <li>Interaction with respondent happens by the door.</li> <li>(Arabic) Islamic religious symbol is hanging over the porch.</li> </ul>

**2.3.4 Developing and Translating Moderator’s Guide and Materials**

The moderator’s guide was developed in English first, then translated into the target languages, as were the consent forms for participation and incentive receipt forms. Even though the guide was developed first in English, the design considered issues related to linguistic and cultural appropriateness. Additional language-specific probes were added.

The moderator’s guide documented the process for conducting the focus groups, including the following:

- Informed-consent procedures: Informed-consent forms were presented to participants and verified before the start of the focus group discussions.
- An icebreaker designed to encourage participation: Because the participants could relate to each other through living in the United States, the icebreaker centered around how they liked where they were living.
- Protocol guide: The protocol guide incorporated structured or scripted probes, while giving moderators the flexibility to use spontaneous or emergent probes when needed. It prompted the moderator to show four videos in this order: *Language barrier*, *Unaware*, *Fear/Mistrust of government*, and *Low engagement*. In the *Language barrier* section, the

moderator was prompted to also distribute the actual Language ID Card provided by the Census Bureau. The moderator was also prompted to hold up a copy of the Security Warning Card shown in three of the four videos if the participants wanted to know more about it.

### *Spanish and Russian Translations*

The translations of the moderator guide and recruiting materials were created by the Russian- and Spanish-language teams in February 2017. The translations were done following the modified committee approach (MCA). The MCA is one of the implementations of the Translation, Review, Adjudication, Pretesting, and Documentation (TRAPD) model for the translation of survey instruments (Harkness 2003). According to Harkness and Schoua-Glusberg (1998), the MCA uses three translators to independently translate one-third of the instrument each. The three parts are assembled into a single full draft. The three translators meet with the adjudicator (typically a bilingual survey methodologist) and review item by item, improving and refining the draft translation as a team. The adjudicator resolves issues dependent on survey methodology, assures consistency across the instrument, and keeps track of the original English to make sure no nuances are overlooked.

### *Chinese, Korean, Vietnamese, and Arabic Translations*

The moderator guide and recruiting materials were translated in Chinese, Korean, Vietnamese, and Arabic in February and March 2017 using a translation team (Census Bureau, 2005) comprising the members of the language team. After one or more language experts produced the initial translation, an in-language meeting was held among the language experts to review the translated interview protocol overall. Every translated item was reviewed by the group, and each language expert contributed to the discussion, with the aim of improving and refining the first translation, ensuring that it reflected the intent of the English-language texts and flowed well in the target language. The review meeting was refereed by the lead researcher for each language, although changes to each protocol guide were edited by only one language expert and confirmed by the lead researcher for accuracy.

The Spanish-, Russian-, Chinese-, Korean-, Vietnamese-, Arabic-, and English-language moderator's guides () can be viewed in **Appendix C**. The Language ID card can be viewed in **Appendix E**. The Security Warning Statement card can be viewed in **Appendix F**.

## **2.4 Conducting the Focus Groups**

### **2.4.1 Procedures and Logistics**

The focus groups took on average 90 minutes to complete, and the participants were paid \$75 at the end of the discussion. All Chinese-, Korean-, and Russian-language focus groups and four Spanish-language focus groups, were conducted in dedicated facilities in California, Illinois, and Maryland. The Arabic-language focus groups were held in Michigan, the Vietnamese-language focus groups in California, and the other two Spanish-language focus groups in North Carolina; they were conducted in rented conference rooms suitable for focus groups. The English-language

focus groups were conducted in the greater metropolitan Washington, DC, area. The focus group discussions were audio- and video-recorded.

The moderator followed the approved moderator's guide. He or she started by administering the consent form to the participants. After verifying that all participants had signed the informed consent form, the moderator began the focus group with an icebreaker and followed the guide. The four videos were shown at least once (see **Section 2.6**). Probing was done according to the moderator's guide. Because all moderators were experienced, they could follow up with emergent probes to elicit a deeper discussion when needed.

The selection of the spoken language used by the moderator was purposeful in the Chinese- and Arabic-language focus groups. The Chinese-language focus group discussion was conducted in Mandarin because that is the shared language for most Chinese speakers. We provided materials in simplified characters to mirror the actual decennial census language offerings. The Arabic-language focus group discussion was conducted in Modern Standard Arabic,<sup>3</sup> and the moderator used his native Egyptian colloquial vocabulary during part of his introduction to appear friendlier. **Exhibit 2-5** summarizes the group type, ID, location, and date that they were conducted. The recruitment sites were jointly selected by the Census Bureau and the RTI–RSS team based on the concentration of the target population and proximity to qualified recruiters and moderators to control cost.

## 2.4.2 Moderator and Notetaker Training

### *Spanish*

Before the first focus group, a conference call was held with the two moderators, and a note taker in North Carolina, to review the guide jointly and agree on consistency of approach. No note taker was used in the Illinois or Washington, DC focus groups.

**Exhibit 2-5. Group Type, Location, and Date**

Language	Group Type	Group ID	Date	Location
Spanish	Monolingual	S1	3/16/2017	North Carolina
	Monolingual	S5	3/28/2017	Illinois
	Monolingual	S3	5/3/2017	Maryland
	Bilingual	S2	3/9/2017	North Carolina
	Bilingual	S6	3/29/2017	Illinois
	Bilingual	S4	5/4/2017	Maryland
Russian	Monolingual	R1	3/3/2017	Maryland
	Monolingual	R4	3/8/2017	Illinois
	Monolingual	R5	3/8/2017	Illinois
	Bilingual	R2	3/4/2017	Maryland
	Bilingual	R3	3/4/2017	Maryland
	Bilingual	R6	3/7/2017	Illinois

<sup>3</sup> Modern Standard Arabic is used in writing and formal speech throughout the Arab world. It is common for Arabic speakers to use colloquial dialects in their native country.

Language	Group Type	Group ID	Date	Location
Chinese	Monolingual	C 1	2/14/2017	California
	Monolingual	C 3	3/7/2017	California
	Monolingual	C 4	3/7/2017	California
	Bilingual	C 2	2/14/2017	California
	Bilingual	C 5	3/8/2017	California
	Bilingual	C 6	3/8/2017	California
Korean	Monolingual, Age 45+	K 1	3/28/2017	California
	Monolingual, Age less than 45	K 2	3/28/2017	California
	Monolingual, Age 45+	K 3	3/29/2017	California
	Bilingual, Age less than 45	K 4	3/29/2017	California
	Bilingual, Age 45+	K 5	3/30/2017	California
	Bilingual, Age less than 45	K 6	3/30/2017	California
Vietnamese	Monolingual	V 1	3/21/2017	California city #1
	Monolingual	V 3	3/22/2017	California city #2
	Monolingual	V 4	3/22/2017	California city #2
	Bilingual	V 2	3/21/2017	California city #1
	Bilingual	V 5	3/23/2017	California city #2
	Bilingual	V 6	3/23/2017	California city #2

(continued)

**Exhibit 2-5. Group Type, Location, and Date (continued)**

Language	Group Type	Group ID	Date	Location
Arabic	Monolingual, Men	A 1	2/25/2017	Michigan
	Monolingual, Women	A 5	4/1/2017	Michigan
	Monolingual, Women	A 6	3/18/2017	Michigan
	Bilingual, Men	A 2	3/4/2017	Michigan
	Bilingual, Men	A 3	3/4/2017	Michigan
	Bilingual, Women	A 4	3/25/2017	Michigan
English	Monolingual	E 1	3/23/2017	Maryland
	Monolingual	E 2	4/18/2017	Maryland
	Monolingual	E 4	5/11/2017	Maryland



Language	Group Type	Group ID	Date	Location
	Bilingual	E3	4/20/2017	Maryland
	Bilingual	E5	6/1/2017	Maryland
	Bilingual	E6	6/8/2017	Maryland

### *Russian*

The lead researcher for the Russian-language focus groups trained the moderator. Because the moderator is also a member of the Russian-language expert team, she was already familiar with the video scripts and the moderator's guide because she had been part of the translation team; this made the training and dry-run relatively short.

### *Chinese, Korean, Vietnamese, and Arabic*

Depending on each moderator's need and the complexity of the anticipated focus group discussion, the length of the Chinese-, Vietnamese-, and Arabic-language moderator training ranged from 3.5 hours (Chinese) to a full day (Vietnamese and Arabic). The training agenda covered a refresher of the focus group methodology, a dry run of the moderator's guide, and focus group logistics. The Chinese- and Arabic-language notetakers participated in the same training. The Vietnamese-language notetaker participated in an independent 2-hour training. The Korean-language moderator did not participate in a training because she was one of the lead researchers who had designed the study protocol.

#### **2.4.3 *Methods of Notetaking, Recording, and Transcribing***

A notetaker assisted the moderator of the Vietnamese- and Arabic-language focus groups, and the moderator of the first two Chinese- and Spanish-language focus groups. Based on the notetaker's preference, they typed the notes under the pre-assigned Probe ID in the electronic copy of the moderator's guide or wrote the notes by hand.

The focus groups were recorded both in video and audio backup. As requested by the Census Bureau, the transcripts for the Spanish-language focus groups were produced in Spanish, while the other non-English-language focus groups produced their transcripts in English. The transcribers were trained to format the transcript consistently and followed uniform transcription conventions to indicate linguistic elements (see Appendix G).

The Chinese-, Korean-, Vietnamese-, and Arabic-language transcripts were transcribed by the language team members. Each transcript was reviewed by the lead researcher for that language for accuracy, and she collaborated with the transcriber to improve the transcripts through multiple rounds of revisions. Following the transcription of each focus group in both Spanish and Russian, quality control of the transcript was carried out by someone other than the transcriber. This entailed watching the video of the focus group while reading the transcript to identify both any errors in the words captured in the transcript and any attributions to the wrong speaker. In the Maryland Russian-language focus groups, the facility experienced problems with the video recordings. There was a mismatch of over 30 seconds between the audio and visual of the video recordings, which

created serious difficulties for transcription. The moderator and the Russian recruiter worked together with the video and the audio backup to transcribe and perform quality control. The Russian-language transcript was a verbatim verbal transcription of all utterances that were later translated into English. A second technical difficulty in the initial set of groups was that one of the videos ended before the completion of the focus group. This was also resolved for the transcript by using the audio backup.

## 2.5 Recruitment of Focus Group Participants

The minimum number of participants required for each language was 48. The number of participants required for each group was at least 8 and did not exceed 12. *Exhibit 2-6* below shows the actual number of participants of the focus groups by language and whether they were monolingual or bilingual. The criteria to classify participants as monolingual or bilingual are as follows:

- To qualify as a monolingual participant, a potential participant speaks and reads the target language “very well,” but speaks and reads English less than “well.”
- To qualify as a bilingual participant, a potential participant must be target-language dominant. This means he or she speaks and reads the target language “very well,” speaks and reads English “well” or “very well,” and prefers to fill out forms in the target language when given a choice between English and target language.

**Exhibit 2-6. Number of Participants by Group and by Language Proficiency**

Language	Monolingual	Bilingual	Total
Spanish	28	25	53
Russian	30	29	59
Chinese	24	24	48
Vietnamese	25	26	51
Korean	27	27	54
Arabic	28	28	56
English	23	22	45
		Total	366

### 2.5.1 Group-Specific Recruitment

In consultation with the Census Bureau, the composition of the bilingual and monolingual groups for each language were decided based on achieving a wide range of demographic distribution and past experience recruiting non-English speakers over time. We over-recruited participants to ensure that the number of participants for each focus group was at least eight, even in the case of no-shows. In addition, birthplace and origins have implications in linguistic and cultural understanding among Spanish, Russian, Chinese, and Arabic speakers. We recruited for various origins and birthplaces for those languages. There were no such targets for the Korean- and Vietnamese-language focus groups, because most Korean and Vietnamese speakers in the United States are born in South Korea and Vietnam. We also strove to achieve diversity in representing the three major Chinese dialects (Mandarin, Cantonese, and Shanghainese).

The language-specific recruitment details were as follows.

**Spanish.** The Spanish-language focus group targets included more monolingual respondents than bilingual respondents, given prior experience with higher cancellation and no-show rates among monolinguals. This population often depends on others for transportation and can easily be left without a means to arrive to the focus group at the last minute. The target for education was lower for monolingual groups than bilingual groups, as bilinguals tend to have higher education. For entry year, the target assumed that there are fewer monolingual speakers among those who have arrived before 2000 than more recently. *Exhibit 2-7* shows the target recruitment ranges versus the characteristics of the actual 53 participants who participated in the Spanish-language focus groups.

**Exhibit 2-7. Spanish-Language Focus Group Recruitment Target Ranges and Results**

Spanish Focus Groups		Targets		Actual Participants	
Characteristics	Subcategories	Monolingual	Bilingual	Monolingual	Bilingual
Educational attainment	Less than HS	9–13	6–11	7	4
	HS graduates	21–26	14–21	13	10
	College	7–10	6–12	8	11
Sex	Female	20–25	20–25	16	13
	Male	20–25	20–25	12	12
Entry year	1999 or earlier	6–10	12–16	3	9
	2000 to 2009	13–16	17–21	12	9
	2010 or later	9–16	9–13	13	7
Age	Younger than 35	5–9	4–7	6	8
	35–54	22–26	18–22	20	14
	55 or older	11–15	9–12	2	3
Birthplace	Mexico	12–18	12–18	12	12
	Central America	9–18	9–18	8	7
	South America	0–6	0–6	6	4
	Caribbean/Puerto Rico	3–9	3–9	2	2
<b>Total</b>		<b>36–45</b>	<b>30–36</b>	28	25

HS = high school.

**Russian.** The Russian-language focus groups had exhibited better show rates than the Spanish- or Arabic-language focus groups in the past. For this reason, the targets included over-recruiting for the Russian groups to improve the ability to provide demographically diverse groups. For Russian speakers, the target number for demographic characteristic was the same for both monolingual and bilingual participants. Additionally, based on prior experience, we anticipated that most

participants would be college educated. **Exhibit 2-8** shows the target recruitment ranges versus the characteristics of the actual 59 participants who participated in the Russian-language focus groups.

**Exhibit 2-8. Russian-Language Focus Group Recruitment Target Ranges and Results**

Russian Focus Groups		Targets		Actual Participants	
Characteristics	Subcategories	Monolingual	Bilingual	Monolingual	Bilingual
Educational attainment	Less than HS	0–2	0–2	0	0
	HS graduates	2–4	2–4	5	3
	College	28–32	28–32	25	26
Sex	Female	15–20	15–20	19	18
	Male	15–20	15–20	11	11
Entry year	1999 or earlier	9–12	9–12	12	8
	2000 to 2009	3–6	3–6	7	7
	2010 or later	18–23	18–23	11	14
Age	Younger than 35	3–5	3–5	5	8
	35–54	17–21	17–21	10	13
	55 or older	9–13	9–13	15	8
Birthplace	Russia	9–18	9–18	14	12
	Ukraine	9–15	9–15	8	10
	Uzbekistan/Belarus	3–6	3–6	8	7
	Elsewhere	0–3	0–3	0	0
<b>Total</b>		<b>36</b>	<b>36</b>	30	29

HS = high school.

**Chinese, Korean, and Vietnamese.** In previous research projects, these Asian-language groups had better show rates than all other languages. In our experience, monolingual and bilingual speakers' show rates do not likely differ for the Asian-language groups once a commitment is obtained during the recruitment stage. Thus, we overrecruited by fewer individuals for the Asian-language groups.

For Chinese and Vietnamese, the target numbers of respondents with specific demographic characteristics is almost the same for both monolingual and bilingual participants. The “less than high school” category for the Chinese-language bilinguals is the only exception. Because it is rare for a Chinese speaker to be bilingual with less than a high school education, we allowed not having anyone in this category for the Chinese-language group. The target ranges also considered the different immigration patterns of the Chinese- and Vietnamese-speaking populations. There has been a constant influx into the United States of Chinese-speaking immigrants in the past decade,

along with the existing large number of immigrants who came before 2000. On the other hand, the growth of the immigrant population has shown a slower trend for Vietnamese immigrants since 2010 (see Zong & Batalova, 2016), as reflected in the target ranges.

There were several recruitment challenges. For the Chinese-language focus groups, it was more difficult to recruit Hong Kong-born monolinguals than bilinguals. The monolingual Hong Kong-born target was lowered because we had to substitute two target Hong Kong-born Cantonese-speaking participants with two Cantonese speakers born in mainland China. We recruited fewer college graduates in the monolingual Vietnamese-language groups. Nevertheless, the target ranges were met. *Exhibits 2-9* and *2-10* show the target recruitment ranges versus the characteristics of the actual 48 and 51 participants who participated in the Chinese- and Vietnamese-language focus groups, respectively.

**Exhibit 2-9. Chinese-Language Focus Group Recruitment Target Ranges and Results**

Chinese Focus Groups		Targets		Actual Participants	
Characteristics	Subcategories	Monolingual	Bilingual	Monolingual	Bilingual
Educational attainment	Less than HS	3–9	0–3	3	1
	HS graduates	9–20	9–21	11	7
	College	9–20	9–21	10	16
Sex	Female	12–21	12–21	12	11
	Male	12–21	12–21	12	13
Entry year	1999 or earlier	6–20	6–20	7	10
	2000 to 2009	6–20	6–20	11	6
	2010 or later	6–20	6–20	6	8
Age	Younger than 35	3–12	3–12	8	5
	35–54	6–21	6–21	9	11
	55 or older	6–21	6–21	7	8
Birthplace <sup>a</sup>	Mainland China	9–27	9–27	19	13
	Taiwan	3–9	3–9	4	6
	Hong Kong or other countries	3–9	3–9	1	5
<b>Total</b>		<b>33</b>	<b>33</b>	24	24

<sup>a</sup> All 48 participants spoke Mandarin. Additional Chinese dialects represented were Cantonese, Fukien, Taiwanese, and Shanghaiese.

HS = high school.

**Exhibit 2-10. Vietnamese-Language Focus Group Recruitment Target Ranges and Results**

Vietnamese Focus Groups		Targets		Actual Participants	
Characteristics	Subcategories	Monolingual	Bilingual	Monolingual	Bilingual
Educational attainment	Less than HS	0–9	0–9	7	2
	HS graduates	16–24	9–24	12	12
	College	2–24	9–24	6	12
Sex	Female	12–21	12–21	14	14
	Male	12–21	12–21	11	12
Entry year	1990s or earlier	9–21	9–21	10	13
	2000s	6–20	6–20	7	7
	Since 2010 or later	3–12	3–12	8	6
Age	Less than 35	3–15	3–15	4	6
	35–54	9–24	9–24	14	14
	55 or older	6–20	6–20	7	6
<b>Total</b>		<b>33</b>	<b>33</b>	25	26

HS = high school.

Consistent with the Korean-language focus groups conducted in the 2015 study (Park, 2015), we grouped participants by age to minimize the seniority effect due to age in the Korean culture that would affect group dynamics: “younger” group (18 to 44 years old) versus “older” group (45 years or older). Out of the three monolingual Korean-language focus groups, we assigned two groups to include participants 45 years or older and one group with participants 18–44 years old. For the bilingual focus groups, two groups included participants 18–44 years old and one group had participants 45 years or older. We believe this assignment reflects the English-language proficiency of monolinguals in general, that monolinguals tend to be older. According to Shin and Kominski (2010), Asian/Pacific Islanders who are 41 or older speak English less than “very well” at a much higher rate than those who are 40 years or younger. We used 45 years old as the cutoff point to be consistent with the predecessor study. Yet, recruiting a bilingual participant who came to the United States after 2010 and who is older than 45 means that person must be a recent, older immigrant. This was more challenging to recruit because (1) most older respondents are monolinguals and (2) older bilinguals are usually not recent immigrants. We also lowered the targets for “less than high school” because Korean speakers tended to have higher educational attainment. *Exhibit 2-11* shows the target recruitment ranges versus the characteristics of the actual 54 participants who participated in the Korean-language focus groups.

**Exhibit 2- 11. Korean-Language Focus Group Recruitment Target Ranges and Results**

Korean Focus Groups		Targets		Actual Participants	
Characteristics	Subcategories	Monolingual	Bilingual	Monolingual	Bilingual
Educational attainment	Less than HS	0–9	0–9	0	0
	HS graduates	6–27	5–27	8	10
	College	6–27	6–28	19	17
Sex	Female	6–27	6–27	14	14
	Male	6–27	6–27	13	13
Entry year	1999 or earlier	2–21	6–21	5	11
	2000 to 2009	6–25	6–21	11	10
	2010 or later	6–25	6–21	11	6
Age	Younger than 35	2–9	4–18	5	12
	35–44	2–9	4–18	4	6
	45–54	4–18	2–9	11	4
	55 or older	4–18	2–9	7	5
<b>Total</b>		<b>31–33</b>	<b>31–33</b>	27	27

HS = high school.

**Arabic.** Arabic speakers include diverse origins (e.g., Syrian, Lebanese, Egyptian, Moroccan, Saudi, Iraqi). In the predecessor study (see Sha et al., 2015), we experienced a high rate of no-shows and had people who felt intimidated after reading the consent form and chose to leave. Therefore, we overrecruited for both monolingual and bilingual groups. Based on findings from previous research (Sha et al., 2016) the research team determined that in addition to recruiting respondents who were monolingual and bilingual the focus groups would be gender segregated. Of the three monolingual Arabic-language focus groups, we recruited two female-only groups and one male-only group. For the bilingual focus groups, we assigned only males to two groups and only females to one group to even out the total number of male and female participants. The assignments were based on the assumption that there are more monolingual speakers than bilinguals among Arab women (see Read, 2014, which describes how Arab immigrant women's family obligations resulted in the lowest employment rate among immigrant women). In general, it was more challenging to recruit monolingual women who are college educated. In addition, about one-third of screened eligible recruits were refugees who have been in the United States for 3 or fewer years. Group assignment reflected this distribution.

**Exhibit 2-12** shows the target recruitment ranges versus the characteristics of the actual 56 participants who participated in the Arabic-language focus groups. The actual numbers in some cells appear lower than the minimum *target* for a particular characteristic because of the effect of over-recruitment. The over-recruitment rate was highest for the Arabic-language focus groups in this study.<sup>4</sup>

**Exhibit 2-12. Arabic-Language Focus Group Recruitment Target Ranges and Results**

Arabic Focus Groups		Targets		Actual Participants	
Characteristics	Subcategories	Monolingual	Bilingual	Monolingual	Bilingual
Educational attainment	Less than HS	8–11	8–11	7	9
	HS graduates	12–16	12–16	10	7
	College	16–20	16–20	11	12
Sex	Female <sup>a</sup>	30	15	19	10
	Male	15	30	9	18
Entry year	1999 or earlier	10–13	10–13	6	5
	2000 to 2009	12–21	12–21	12	11
	2010 or later	12–21	12–21	10	12
Age	Younger than 35	9–12	9–12	5	11
	35–54	25–30	25–30	18	11
	55 or older	5–8	5–8	5	6
Birthplace	Middle East	18–36	18–36	22	24
	North Africa	3–15	3–15	6	4
<b>Total</b>		<b>45</b>	<b>45</b>	28	28

<sup>a</sup> Seventeen of the 29 female focus group participants wore hijab or niqab.

HS = high school.

<sup>4</sup> It is too complex to present the direction of the dynamic cell fulfillment as affected by over-recruitment in a tabular format in Exhibit 2-12. In actuality, the recruitment goals were met or exceeded.



**English.** Recruitment targets for both monolingual and bilingual English-language focus groups were the same. We planned to hold three groups of monolingual English speakers and three groups of participants who spoke English and at least one other language, with the groups separated by level of education. However, during recruitment, we had difficulty recruiting bilingual individuals with lower educational attainment. The recruitment targets for education level in the bilingual groups were changed, and the focus groups included individuals with different levels of education. There were no original target goals for entry year or birthplace for the English-language groups.

**Exhibit 2-13. English-Language Focus Group Recruitment Target Ranges and Results**

English Focus Groups		Targets		Actual Participants	
Characteristics	Subcategories	Monolingual	Bilingual	Monolingual	Bilingual
Educational attainment	Less than HS	8–12	8–12		
	HS graduates	8–12	8–12	14	5
	College	8–12	8–12	9	17
Sex	Female	12–21	12–21	12	16
	Male	12–21	12–21	11	6
Entry year <sup>5</sup>	1999 or earlier	n/a	n/a	n/a	8
	2000 to 2009	n/a	n/a	n/a	6
	2010 or later	n/a	n/a	n/a	1
Age	Younger than 35	9–12	9–12	7	7
	35–54	9–24	9–24	8	11
	55 or older	10–11	10–11	8	4
Birthplace	United States	n/a	n/a	23	7
	Outside United States	n/a	n/a		15
<b>Total</b>				23	22

HS = high school.

### 2.5.2 Recruiting Methods

The recruiters used a standardized screening questionnaire to screen for eligible participants, with questions asking about English and target-language reading and speaking abilities and collecting basic demographic characteristics.

- To qualify as a participant in this study, either as a monolingual or a bilingual, a potential participant must be a native speaker of the target language and, for non-English languages, a first-generation immigrant who was 12 or older at the time of immigration.
- To qualify as a monolingual participant, a potential participant had to speak and read the target language “very well,” but speak and read English less than “well.”
- To qualify as a bilingual participant, a potential participant had to be target-language dominant. This means he or she could speak and read the target language “very well,”

<sup>5</sup> Six bilingual participants were US-born, and a bilingual participant had missing data for entry year.

speaking and reading English “well” or “very well,” and prefer to fill out forms in the target language when given a choice between English and the target language.

Recruitment screening began when a potential recruit responded to an advertisement, flyer, or community contact. Potential participants called a number where a bilingual recruiter screened the caller for eligibility. In some cases, potential participants were screened in person. The screener, completed only on paper, included a brief description of the project, the purpose of the interview, and the confidential nature of the study. As potential recruits were screened, the recruiter alerted the team lead of potential recruits and discussed eligibility based on the screener. If the team lead believed the case met targeted needs and eligibility, she approved the case to be included in a focus group.

- **Spanish.** Recruitment took place from February 13 to March 16, 2017, for the North Carolina location, and from February 13 to May 3, 2017, for the Illinois and Maryland locations. To recruit Spanish speakers, we advertised in Spanish-language Facebook groups, posted flyers in community venues (including ethnic stores and community organizations), and recruited via word of mouth.
- **Russian.** Recruitment took place from February 20 to March 8, 2017. Recruiting monolinguals in the greater Washington, DC, metro area proved more difficult than in prior studies. In addition to advertisements in a Maryland Russian-language newspaper, recruiters called other advertisers who had posted Russian-language ads to alert them about the study and asked them to refer persons in their network. In addition, we distributed flyers in community venues (including ethnic stores and community organizations) and recruited via word of mouth.
- **Chinese, Korean, and Vietnamese.** Recruitment took place from January 17 to March 8, 2017, for the Chinese-language focus groups; from February 3 to March 30, 2017, for the Korean-language focus groups; and from February 22 to March 23, 2017, for the Vietnamese-language focus groups. The recruiters had strong ties to the Chinese, Korean, and Vietnamese communities and used word of mouth exclusively. For example, the recruiter reached out to his or her personal or business contacts, visited churches or nonprofit organizations serving immigrants, or attended events or programs frequented by the study population. These contacts helped by spreading the word about the study. The recruiter focused on specific characteristics and did not approach or screen those who might not fit what he or she was looking for at that time.
- **Arabic.** Recruitment took place from February 6 to April 1, 2017. The recruiter screened in person more frequently than the other languages because many potential recruits preferred to meet in person to learn more about the study before they agreed to participate. The start of the recruitment period coincided with the “majority-Muslim country travel ban” (early February 2017), so all participants wanted to be assured that they were not being targeted and that focus group participation would be safe for them. In addition, the first three focus groups consisted of male participants only, followed by three women-only groups. Many of the women agreed to be screened when a male participant in one of the focus groups told the women’s husbands or a male family member about the study. Furthermore, one recruiter obtained endorsement from religious leaders, who helped by spreading the word about the study. Although the screening questionnaire was not designed to ask for religious affiliation, we believe that our participants included both Muslims and

Christians because we recruited from mosques, social service agencies, announcements on radio shows, and word of mouth.

- **English.** Recruitment took place between March 1st and June 6th, 2017. Monolingual respondents were recruited through a Census Bureau English-speaking respondent database. Bilingual respondents were recruited via the respondent database coupled with community outreach conducted by members of the research team. Bilingual respondents were screened via telephone by bilingual researcher team members. Respondents were recruited via community groups, social service agencies, and personal contacts.

The Spanish-, Russian-, Chinese-, Korean-, Vietnamese-, Arabic-, and English-language screening questionnaires can be viewed in *Appendix G*.

### 2.5.3 *Analysis Method and Units of Analysis*

For the analysis of the Spanish- and Russian-language focus group results, a first step was creating a summary of each focus group. Each summary described the composition of the group, the most salient reactions about each mindset, and any common findings across videos. For the overall analysis, however, a full review and theme abstraction was done from each transcript. Sorting and combining supporting text for each theme was done using Microsoft Word.

The Korean-, Vietnamese-, and Arabic-language focus group transcripts were coded by the lead researcher of each team. The Chinese-language focus group transcripts were coded by a member of the language team and each code was checked by the lead researcher for accuracy. The coding scheme organized nonverbal and verbal behaviors, culture-specific issues, and key messages into positive and negative codes. Any potential solutions mentioned in the group discussions were also coded and linked to each coded issue. The Vietnamese- and Arabic-language coding was facilitated by the NVivo 10 software, and the Chinese- and Korean-language coding was completed electronically using Microsoft Word and tallied manually.

We analyzed the focus group results by language, by language proficiency (monolingual vs. bilingual), and across languages. The first level of analysis was to summarize findings by language. We reviewed the transcripts and compared participants' views and opinions for each video. We identified themes that appeared across focus groups and described them together with our recommendations. The second level of analysis was to review and analyze findings by language proficiency to identify differences, if there were any, between monolingual and bilingual speakers. The third level of analysis was to look for differences and similarities in participants' views across languages. While linguistic and cultural factors affected the opinions and experiences of focus group participants across languages, some common elements persisted across language groups. Thus, our analysis included a summary of differences and commonalities across languages.

## 2.6 Sources of Variability

**Video Administration During the Focus Groups.** Among the four videos, all participants in the non-English-language focus groups saw the *Language barrier* and *Low engagement* videos once. There were some variations in the frequency they viewed the *Unaware* and *Fear/Mistrust of government* videos. The variation was introduced primarily to control the length of the focus

groups, while achieving a level of within-language consistency. Participants in the English focus groups viewed the videos once. *Exhibit 2-14* below documents the variation across languages.

**Exhibit 2-14. Frequency of the Unaware and Fear/Mistrust of Government Video Administration**

Language	Group Type	Group ID	Videos	Date	Location
Spanish	Monolingual	S1	2x	3/16/2017	North Carolina
	Monolingual	S5	1x	3/28/2017	Illinois
	Monolingual	S3	1x	5/3/2017	Maryland
	Bilingual	S2	2x	3/9/2017	North Carolina
	Bilingual	S6	1x	3/29/2017	Illinois
	Bilingual	S4	1x	5/4/2017	Maryland
Russian	Monolingual	R1	2x	3/3/2017	Maryland
	Monolingual	R4	1x	3/8/2017	Illinois
	Monolingual	R5	1x	3/8/2017	Illinois
	Bilingual	R2	2x	3/4/2017	Maryland
	Bilingual	R3	2x	3/4/2017	Maryland
	Bilingual	R6	1x	3/7/2017	Illinois
Chinese	Monolingual	C1	2x	2/14/2017	California
	Monolingual	C3	2x	3/7/2017	California
	Monolingual	C4	2x	3/7/2017	California
	Bilingual	C2	2x	2/14/2017	California
	Bilingual	C5	2x	3/8/2017	California
	Bilingual	C6	2x	3/8/2017	California
Korean <sup>a</sup>	Monolingual, Age 45+	K1	2x	3/28/2017	California
	Monolingual, Age < 45	K2	2x	3/28/2017	California
	Monolingual, Age 45+	K3	2x (Unaware) 1x (Fear/mistrust)	3/29/2017	California
	Bilingual, Age < 45	K4	2x (Unaware) 1x (Fear/mistrust)	3/29/2017	California
	Bilingual, Age 45+	K5	2x (Unaware) 1x (Fear/mistrust)	3/30/2017	California
	Bilingual, Age < 45	K6	2x	3/30/2017	California

(continued)

**Exhibit 2-14. Frequency of the Unaware and Fear/Mistrust of Government Video Administration (continued)**

Language	Group Type	Group ID	Videos	Date	Location
Vietnamese <sup>b</sup>	Monolingual	V1	1x	3/21/2017	California city #1
	Monolingual	V3	2x	3/22/2017	California city #2
	Monolingual	V4	2x	3/22/2017	California city #2
	Bilingual	V2	1x	3/21/2017	California city #1
	Bilingual	V5	2x	3/23/2017	California city #2
	Bilingual	V6	2x	3/23/2017	California city #2

Language	Group Type	Group ID	Videos	Date	Location
Arabic	Monolingual, Men	A1	2x	2/25/2017	Michigan
	Monolingual, Women	A5	2x	4/1/2017	Michigan
	Monolingual, Women	A6	2x	3/18/2017	Michigan
	Bilingual, Men	A2	2x	3/4/2017	Michigan
	Bilingual, Men	A3	2x	3/4/2017	Michigan
	Bilingual, Women	A4	2x	3/25/2017	Michigan
English	Monolingual	E1	1x	3/23/2017	Maryland
	Monolingual	E2	1x	4/18/2017	Maryland
	Monolingual	E4	1x	5/11/2017	Maryland
	Bilingual	E3	1x	4/20/2017	Maryland
	Bilingual	E5	1x	6/1/2017	Maryland
	Bilingual	E6	1x	6/8/2017	Maryland

<sup>a</sup> The *Unaware* video was shown twice in all Korean-language focus groups. The *Fear/Mistrust of government* video was shown twice in three Korean-language focus groups (two monolingual and one bilingual), and once in three groups (one monolingual and two bilingual).

<sup>b</sup> Two Vietnamese-language focus groups (one monolingual and one bilingual in California location #1) saw the videos once, and the rest of the groups saw them twice during the discussion.

**Amateur Actors for the Video Production.** Memorizing the lines was challenging for the amateur actors playing the role of interviewer. The amateur actors in the Chinese- and Korean-language videos memorized all lines. Teleprompter software was used for the actors to read their lines in the Russian-, Spanish-, and English-language videos. Hardcopy scripts were provided as an aid for the actors filming the Vietnamese- and Arabic-language videos. Focus group participants noted that the interviewers in the Russian-, Spanish-, Korean-, Vietnamese-, and Arabic-language videos did not consistently make eye contact with the respondents. Some felt this made the interviewers appear unfocused or suspicious or like they were trying to see what was inside the residence.

**Moderator Style.** The Korean-language focus group moderator clarified points of confusion readily during the focus groups because she felt that it was the best way to engage the Korean-language focus group participants. This was not done in any of the other languages and was not part of the standardized moderator's guide. In addition, a notetaker was present at all the Vietnamese- and Arabic-language focus groups and the first two Chinese- and Spanish-language focus groups to facilitate later analysis. The Russian-language focus groups had a co-moderator and did not use a notetaker. The Korean-language focus groups and the final four Spanish-language focus groups did not use notetakers.



### 3. FINDINGS FROM CHINESE-LANGUAGE FOCUS GROUPS

In this chapter, we report findings from the Chinese-language focus groups, summarizing their reactions to the four video scripts reviewed during the focus group discussion. Findings are presented in the order of the video scripts reviewed and discussed in the focus groups: *Language barrier*, *Unaware*, *Fear/mistrust of government*, and *Low engagement* mindsets. For each video script, we document findings in terms of focus group participants' reactions to the interviewer's nonverbal behavior and appearance, verbal behavior (e.g., words used, tone), key messages, and cultural-specific features. We also summarize major issues and concerns that emerged from the group discussions. To facilitate transparency in the reporting of the analysis, transcript excerpts are accompanied by their focus group ID number, as specified in **Exhibit 2-5** in the Methods chapter.

#### 3.1 *Language Barrier*

##### 3.1.1 *Summary of Findings*

The *Language barrier* video depicts an interaction between an English-speaking Census interviewer and a Chinese-speaking respondent. This section describes how the Chinese-language focus group participants perceived and reacted to the interaction in the video. One important element in the interaction is the use of a Census Language Identification (ID) Card by the Census interviewer to identify the language spoken by the respondent and to obtain a telephone number from the respondent. How Chinese-language focus group participants reacted to the feasibility and usability of the Language ID Card is summarized in this section as well.

##### *Reaction to How the Interviewer Handled the Situation*

Most participants in all six groups reacted positively to the interviewer. They were impressed by how the interviewer handled the situation in which the respondent did not speak English, and the interviewer was not deterred by the language barrier. They liked the fact that he offered an option to use the Language ID Card to communicate with the respondent. They felt that this showed that the interviewer was well-prepared for his work and was responsible. Excerpt 1 reflects this reaction.

Excerpt 1. [C2 Lines 235–239]

P4: *I liked that he was “尽责” (responsible). When R didn't want to work with him, he found other options {Note: uttered in English: options} to try to communicate with him. He didn't leave just because he didn't understand the respondent's language. I liked it. But in the last part about mobile phone, I feel no one will give him the phone number.*

Participants also noticed the interviewer's good attitude, commenting that the interviewer seemed sincere and looked kind and professional. They pointed out that the interviewer was

patient, friendly, and polite, because the interviewer used expressions such as “thank you.” The interviewer’s body language made people comfortable, and his way of speaking did not create any pressure for people.

However, one focus group had some negative reactions to the language barrier video. A few participants in Group C4 commented that the interviewer looked stiff and rigid. He should have smiled more to be friendlier. In addition, all participants in this group said that they did not like the way the interviewer knocked on the door. It was too loud, which would scare people. They suggested that he should ring the doorbell instead. Excerpt 2 describes this reaction.

Excerpt 2. [C4 Lines 181–187]

P8: *He knocked on the door too loudly; “让人家吓死了” (scared me to death)!*

Group: *Hhh.*

P8: *This house {Note: in the video} has a metal door knocker. Usually in the U.S., there are door bells and it was fine. But the way he knocked would scare this elder lady! He could knock quietly because in the video it was very loud. Everyone will be scared.*

The other five groups did not have many negative comments about the interviewer. However, despite the overall positive reaction to the interviewer himself, participants in all six groups expressed two general concerns: (1) opening the door to a stranger and (2) giving a phone number to the interviewer. Most participants were concerned about safety when opening the door to a stranger, especially a male. They commented it was better to have a female interviewer or someone who looked like them. They commented that an ID badge was very important; they would not open the door if the interviewer did not show ID. They would like to see a clear ID to prove that the interviewer was from the census, because to some participants, the interviewer ID shown in the video looked like a driver’s license. Participants suggested various ways to alert people that a Census interviewer is coming, such as sending an advanced notice in the target language.

Most of the participants in all six groups said that they would not give their phone number to a stranger. In three groups (C2, C4, C6), participants reacted strongly to the interviewer’s request for the respondent’s phone number. They all agreed that the respondent should not give out her phone number to a stranger and that they themselves would not give out their phone number for two reasons: (1) a phone number is their private information and it is not appropriate for the interviewer to ask for a phone number and (2) it is not safe and Chinese speakers do not trust others easily. A comment made by one participant is a good summary of this feeling.



Excerpt 3. [C4 Lines 315–316]

- P1 *I think it is easy to find your own language on this language card. As for giving phone number, I agree with what others just said. However, it doesn't matter which country you are from or what language you speak, even [if] it {Note: interviewer} is an Asian face, because the society is different now; it is unsafe. People care about privacy, first of all. Second, even though on this card, it says this person works for the Census Bureau, people still are “戒心” (on guard) and won't give their phone number to anyone easily.*

*Reaction to Interviewer's Nonverbal Behavior and Appearance*

A common theme emerged from the group discussions about the interviewer's nonverbal behavior, including appearance, attire, and use of a Census ID badge: the interviewer's business casual attire was not formal enough for the situation. Participants in five groups agreed on this issue. In one group (C5), only one participant had a similar comment and said the interviewer was not formal enough, while the others did not agree. However, the interviewer's attire is clearly an issue for the interaction between an English-speaking interviewer and a Chinese-speaking respondent. Most participants said that winning trust was the most important task for the interviewer in a situation like this and that more formal attire would ease the respondent's fear of opening the door to a stranger. The fear mostly came from concerns for safety or the legitimacy of the Census interviewer. The following comment from a participant reflects this sentiment.

Excerpt 4. [C1 Line 223–226]

- P11: *Because recently there are many crimes in the Chinese community. Oftentimes there are robberies knocking on the doors. So, if this person doesn't wear something formal, Chinese won't open the doors because they are mostly immigrants. It is like self-defense.*

Although they did not think formal attire (e.g., suit and tie) was necessary, they suggested wearing a white button-down shirt and a tie or a government uniform. They gave some specific suggestions such as wearing a uniform or a vest with the Census Bureau logo on it to increase the interviewer's legitimacy as a census worker. Some participants suggested that the interviewer should carry an ID or a name card in Chinese to show that the interviewer was a legitimate census worker because the respondent could not read English.

*Reaction to the Language Identification Card*

Almost all participants in the six groups liked the Language ID Card. They commented that the presentation of languages was clear and that it was easy for them to locate their language (both Cantonese and Mandarin Chinese) on the card. They agreed that using a language identification card like this one was useful in the situation of language barrier. They also liked the information presented in the Language ID Card, saying it had specific information and contained two options (asking whether there is someone who speaks English and if not, asking the respondent to provide a phone number) about what to do.

However, although participants agreed it was easy for them to locate their language on the Language ID Card, many of them did not like the current placement of languages in the card. They raised two concerns. The first one is that the placement of the languages in the card was not logical. In the current format, all languages are alphabetically ordered by their English-language name, but this logic of placement is not obvious to Chinese-speaking respondents. People must flip through the card to find their languages. The second issue is that the two Chinese languages (Cantonese and Mandarin) are listed on separate pages because the languages are alphabetically ordered by their English-language name (for example, Cantonese is grouped with other languages that start with C, and Mandarin is grouped with languages that started with M and on a separate page). In addition, each Chinese language has two versions (traditional Cantonese, simplified Cantonese; traditional Mandarin, simplified Mandarin). Participants agreed that having two versions of Chinese (simplified and traditional) for both Cantonese and Mandarin is not necessary. This makes the Language ID Card look very complicated and very busy. Excerpt 5 is an example of this reaction.

Excerpt 5. [C5 Lines 443–470]

- P9: *Why do they have Cantonese and also simplified Chinese? I am a person who doesn't like to read.*
- M: *No problem. [Looking at P9]*
- M: *[To the group] Do you feel that this card works well for the situation as shown in the video? Please imagine this interviewer is not Chinese and cannot speak Chinese. Can this interviewer use this card in this situation?*
- P1: *The arrangement is not good. The Chinese language should be placed at the third place.*
- Group: *Hhh*
- M: *Why do you have such a need?*
- P1: *In California, English is an official language. Spanish is popular and should be placed at the second place. Chinese is the third largest population in California. Why should Chinese be placed on a back page?*
- P7: *I think all four Chinese languages should be grouped together.*
- M: *What is the reason?*
- P7: *You can easily see all the options in one place.*
- P1: *The Chinese ones should be placed in a group at the very beginning.*

Participants in four focus groups (C2, C3, C5, C6) offered specific suggestions to handle these two issues. For the first issue of language placement, they suggested two options: (1) the languages could be listed by frequency of use (i.e., size of the U.S. population that speaks the language), for example, English, then Spanish, then Chinese (see Excerpt 5), or (2) the languages could be grouped together according to the geographic location of the

countries or regions that speak the languages (i.e., all European languages grouped together, all Asian languages grouped together).

For the placement of Chinese languages, participants suggested that the Chinese languages (Mandarin and Cantonese) should be grouped together and with only one version for each. That is, use simplified Mandarin and traditional Cantonese. Issues with the placement of the languages was a constant finding across focus groups, and a recommendation about this is included in the recommendation section (see **Section 3.6.1.2.**)

### 3.1.2 **Group-Specific Findings: Monolingual vs. Bilingual Groups**

There is no clear trend of differences between the monolingual and bilingual groups in their reaction to the video script. Only one slight difference was observed between the monolingual and bilingual groups in the discussion of language placement in the Language ID card as reported above. While only one monolingual group (C3) found a problem with the placement of languages in the card, all three bilingual groups commented on this issue and offered specific solutions. However, this does not constitute a clear difference between the monolingual and bilingual groups as a whole on the issues discussed in this video script.

## 3.2 **Unaware**

### 3.2.1 **Summary of Findings**

This video depicts a Chinese-speaking Census interviewer talking to a Chinese-speaking respondent who is unaware of the U.S. census. This section summarizes findings from the focus group discussion on how the Chinese-language focus group participants perceived and reacted to the interaction in the video. Key findings include participants' reaction to the interviewer's verbal and nonverbal behavior (both positive and negative reactions), their reaction to key census messages, and culture-specific features in the interaction.

#### *Reaction to Interviewer's Nonverbal Behavior and Appearance*

Most participants in six focus groups showed positive reactions to the interviewer's nonverbal behavior and appearance, and they liked her demeanor. They said that she showed appropriate eye contact and gestures and had a good attitude. She gave clear explanations on the purpose of her visit and the importance of the census. They felt that she was sincere, trustworthy, and friendly because she was smiling all the time. This kind of behavior would help the respondent want to work with her. They also commented that she was professional, knowledgeable, and orderly in presenting information and conducting the interview. The following excerpt illustrates this reaction among the participants.

Excerpt 6. [C5 Lines 533–534]

P6: *I feel the way the interviewer held her files made me feel she was very professional. I think it's necessary for an interviewer to look professional by holding something in her hands.*

Almost all participants agreed that the interviewer's attire was appropriate and that she looked sincere. A few participants, however, suggested that she should wear more-formal attire, a uniform, or something with a Census Bureau logo on it to give the respondent a sense of safety (i.e., to show she is a legitimate census worker). Other participants did not object to this suggestion. The comment on the need to wear a uniform with a Census Bureau logo seems to be recurring across the focus groups and the video scripts.

In addition, many participants liked the fact that the Census Bureau sent an interviewer who could speak Chinese. That could ease participants' worry on the safety issue. However, some participants still questioned the interviewer's legitimacy and suggested using a name card in Chinese to gain the respondent's trust because the respondent could not read English.

The only negative reaction was from one participant [C6-P11] in group C6, who reported she was unwilling to participate in the Census interview because the interviewer was standing too close to the respondent. She felt that the interviewer should have stood at a greater distance from the respondent.

#### *Reaction to Interviewer's Verbal Behavior*

One common reaction from the groups is that they noticed that the interviewer was very patient in addressing the respondent's concerns and that she gave detailed explanations of the census. They said that she answered the respondent's questions professionally and clearly explained the privacy issue that Chinese people cared about the most. Participants all reacted positively to this. They liked the interviewer's tone, and her ways of speaking. For example, she used interactive linguistic cues, such as “您知道吗?” (Do you know?) to engage the respondent. She also used appropriate polite and honorific wording in Chinese (e.g., “请” (please), “您” *nin*, (polite form of you)) to address the respondent. The following excerpt is an example of this kind of reaction.

Excerpt 7. [C3 Lines 600–605]

P10: Yes, her intonation was “平稳” (steady), which gave an impression of being professional. Secondly, she **encouraged** and tried to arouse the respondent's interest. For example, she said, “你知道吗” (Do you know?) “你知道这个有什么好处” (Do you know what benefits this will bring?). The respondent became curious and his interest was also aroused. This was how she said it. Also, her eye contact has been on the respondent, which made one feel “稳妥” (assured).

However, some participants from three groups (C2, C4, C5) had negative reactions. One participant [C2-P6] in Group C2 thought that the interviewer's explanation was too long and too wordy. One participant [C4-P2] in Group C4 commented that the interviewer spoke too fast. About half of the participants in C5 voiced negative reactions. The main comment was that she seemed to be reciting a script. Participants said the interviewer talked too much,

and what she said was too long-winded. This had a negative effect on respondents. Two participants said that they would not agree to do the interview because they lost their patience. However, some participants in the same group (C5) disagreed; they thought that the interviewer was explaining the purpose of the census to the respondent slowly and clearly. No consensus was reached on this issue.

### *Reaction to Key Messages*

Across the six focus groups, many participants liked the way the interviewer explained some key messages about the census. In this video, they liked the following messages: (1) the importance of the census; (2) the benefits of census data to local communities, especially to the Chinese community; (3) a confidentiality assurance for protection of personal information; (4) the short amount of time (10 minutes) needed to complete the census form; and (5) the legal requirement for census participation. They commented that the interviewer clearly explained these messages and addressed the respondent's concerns.

Of the above five key messages, two messages stood out as preferred by all groups: (1) benefits of census data to local communities, especially to the Chinese community, and (2) the legal requirement for census participation. They commented that these messages would help respondents understand the necessity of completing the census and how they could benefit from it. The following excerpt exemplifies this reaction.

Excerpt 8. [C3 Lines 760–762]

P10:       *The interviewer gave the respondent a card “关于法律更多的信息” (More information about the law) and it made the respondent understand that completing the census is not only an obligation but also beneficial to him. So he accepted.*

Four groups (C2, C4, C5, C6) specifically discussed the use of the Security Warning Statement card. Most participants liked the card and said that they would read the card because it is (1) related to confidentiality and privacy issues; (2) written, which gives them a sense of security; and (3) written in Chinese, making it easier for them. They commented that the card provided a record of assurance and it was a proof of what the interviewer said about the legal requirement and protection of personal information. It would make them feel at ease.

Some discussions about the order of interaction and sequence of key messages occurred. In two groups (C1, C5), some participants reacted negatively to the interviewer asking the question “您是住在 [Address] 这个地址吗？” (Do you live at [address]?) early in the interaction and then repeating the same question later. They found this question to be strange or even offensive to ask. Some participants commented that this question should be rephrased to ask about the household instead of “you” because the person opening the door may be a visitor or a helper. The following excerpt illustrates this reaction.

Excerpt 9. [C1 Lines 702–712]

P11: *She should have said, “您是这住户的户主还是租客?” (Are you the head or renter of this household?). It is strange just asking, “您是住在[address]这个地址吗?” (Do you live at [address]?). If I don’t live in this address, what am I doing here? The sentence order doesn’t make much sense.*

M: *Other people? Anything else she can improve?*

P10: *How about this... After she introduced herself, she could have said, “我想针对几号几号的住户来做调查” (I would like to inquire into the household in this address XX number). Then if this person is a visitor or a helper, then he knows it is not about him. She should emphasize on the wording “住户” (household).*

In addition, some participants suggested that the interaction order should be: interviewer first introduces herself, then mentions the purpose of her visit, and then asks, “Are you the person living at this address?” Other participants did not object to this comment.

Besides the interaction order, participants in two groups (C2, C6) also discussed the sequence of presenting key messages. Some participants in Group C2 suggested that the Security Warning Card should be presented before mentioning the time needed to complete the census form because the Security Warning Card contains important information to put the respondent at ease. Many participants in Group C6 had similar reactions. They also commented that the confidentiality message and the statement on protecting the respondent’s personal information should be presented at the very beginning of the interaction.

Most participants across the six groups said that they would be willing to participate in the census after watching the video. Those who were not willing stated that they did not like having a stranger come to their house.

### *Reaction to Culture-Specific Interaction Features*

Two culture-specific interactional features were included in the *Unaware* video: the respondent (1) invited the interviewer to come into the house and (2) offered the interviewer a drink of water and food. These interactional features generated some interesting reactions and discussions among groups. However, although it was generally agreed among the groups that the two interactional features were culturally appropriate, the groups differed in their opinion concerning whether it is safe for an interviewer to enter the house upon invitation.

In Group C1, all participants agreed that the interviewer should not enter the house nor accept the offer of water and food because of the safety concern. In this case, the interviewer is a female and the respondent is a male. It could cause potential safety issues for the female interviewer.

Group C2 showed a different reaction. Most participants agreed that it was culturally appropriate for the interviewer to accept both the offer to enter the house and the offer of water if trust was established between the interviewer and the respondent. Some also commented that it was better for the interviewer to go into the house to do the interview because other people might overhear their personal information if done at the doorstep.

In Group C3, participants did not have a consensus on whether the interviewer should enter the house. Most participants said no because of safety concerns. In this case, the interviewer was a female and the respondent was a male. But some said it depended on the situation. If both the interviewer and the respondent were of the same gender, it would be OK. One participant commented that she would invite the interviewer in because that would make her feel more comfortable.

In Group C4, participants' opinions on this issue differed by gender. Female participants said it was not safe for the interviewer to enter the house. Male participants were not as worried about this issue and said it was fine with them.

In Group C6, some participants said that when entering the house, the interviewer should ask the respondent if she should take off her shoes because that is the Chinese custom. Some participants commented that the interviewer would be at risk if she entered the house.

Only Group C5 did not have any comments on whether the interviewer should enter the house upon the respondent's invitation. None of the six groups commented on whether the interviewer should accept the offer of a drink or not. Based on the findings from all groups, it seems safety is a big concern that needs to be taken into consideration while balancing the need for cultural appropriateness in this situation. Therefore, a recommendation specifying two conditions for this action is included in the recommendation section (see **Section 3.6.1.2.**).

### **3.2.2 Group-Specific Findings: Monolingual vs. Bilingual Groups**

Most aspects of the video showed no striking differences between the monolingual and the bilingual groups. There were only two observable slight differences. (1) Three bilingual groups (C2, C5, C6) commented on the order of interaction and sequence of message presentation. But only one (C1) out of three monolingual groups reacted or commented on the issue of the order of the interaction or the message presentation sequence. (2) Three bilingual groups (C2, C5, C6) reacted positively to the Security Warning Card, but only one monolingual group (C2) showed this kind of reaction. Based on our observation of the group discussion, bilingual participants were more likely to offer comments on various issues. So, the slight differences observed here may be because bilingual participants tend to be more likely to vocalize and express their opinions on these issues.

### 3.3 Fear or Mistrust of Government

The *Fear/mistrust of government* video script depicts a Chinese-speaking Census interviewer talking to a Chinese-speaking respondent who is aware of the ongoing census but is not willing to participate because of fear or mistrust of the government. This section summarizes findings from the focus group discussion on how the Chinese-language focus group participants perceived and reacted to the interaction in the video. Key findings include participants' reactions (both positive and negative) to the interviewer's verbal and nonverbal behavior, to key census messages, and to culture-specific features of the interaction.

#### 3.3.1 *Summary of Findings*

##### *Reaction to Interviewer's Nonverbal Behavior and Appearance*

Participants in all six focus groups thought this video depicted realistic situations for Chinese immigrants' households. Participants agreed that earning the respondent's trust is the most important aspect of this scenario. To encourage respondents who fear or mistrust the government, the Census Bureau must send a Chinese-speaking interviewer who lives in the area or have a local community liaison accompany the Census interviewer. Most participants commented that having a Chinese-speaking interviewer was really helpful in this situation.

With that background in mind, participants all reacted positively to the interviewer's interaction with the respondent. They commented that the interviewer was patient, easygoing, and careful when explaining the census in detail. Her nonverbal behavior and appearance were also positively received. Participants liked the interviewer's tone and way of talking, commenting that the interviewer showed a good attitude and adequate eye contact and was friendly. One participant said that she would invite the interviewer to come into the house because the interviewer was very nice. The following excerpt shows the general feeling that focus group participants had about the interviewer.

Excerpt 10. [C2 Lines 521–530]

- M:           *Anything you like about this interviewer? Do you think Chinese would like an interviewer like her?*
- P11:       *She kept her smile.*
- M:           *Smile. Is it important?*
- P11 & P9: *[Nodded]*
- P2:           *The interviewer was “不厌其烦” (tirelessly) answering the respondent's questions.*

##### *Reaction to Interviewer's Verbal Behavior*

In terms of the interviewer's verbal behavior in this video, some participants in two groups (C5, C6) felt that the words used by the interviewer did not sound very friendly, because what she said was too wordy, and what she said was too long. In addition, the interviewer



sounded like she was reciting from a script. Participants commented that the interviewer should have used more convincing and simpler words. The following excerpt reflects this feeling.

Excerpt 11. [C6 Lines 839–841]

P1: *Nothing was offensive. But the words sounded like “被教导的感觉” (being educated). The words were not friendly. She said the census would help you this and that. But she was seemingly “念书” (reciting from a book).*

In addition, one participant [C2-P9] said that she did not like the fact that the interviewer asked the same questions, but this participant did not elaborate why.

Participants in the other focus groups (C1, C3, C4) did not have any issues with the interviewer's verbal behavior.

### *Reactions to Key Messages*

Most participants in the six groups liked the following messages: (1) how the census data is used, and the benefits of census data for the Chinese community; (2) the assurance of confidentiality; and (3) the legal requirement for participating in the census. They further commented that Chinese are law-abiding and that they would comply with the law if they see the statement about the legal requirement. Most participants liked the message of benefits of census data to the Chinese community. They commented that the script should have included more explanations about the benefits of the census to the local area; it would help the interviewer convince reluctant respondents.

Focus group participants also mentioned that confidentiality is a main concern for Chinese immigrants. Almost all participants agreed that the Security Warning Card was very important and said that they would read it because it provided written proof that this is official. Some groups further commented that the wording about punishment for disclosing personal information, such as “jail,” worked for them. They would be more likely to work with the interviewer after seeing the message. Although participants generally agreed that the presentation order of the messages was clear, two groups (C2, C5) suggested that the Security Warning Card should be presented earlier in the interaction, together with the interviewer's ID and before explaining the purpose or benefits of the census. The following excerpt shows this reaction.

Excerpt 12. [C2 Lines 633–636]

P2: *I think she can present ID first then say I am here to do the census. After that she will say it is law. This makes one more at ease. Otherwise, if the interviewer only presented the Security Card after her long explanation to respondent's many questions, the respondent will still have a question mark. {Note: Uttered in English: question mark}*

In Group C2, most participants agreed that Chinese immigrants' main fear or concern is their immigration status, because some may be undocumented immigrants and some are in the process of getting legal status. They commented that the interviewer's explanation in this scenario did not adequately address Chinese immigrants' main concern. Some participants suggested adding a statement such as "It is guaranteed by the Census Bureau that your personal information will be kept confidential" would be better in reassuring respondents.

In the same group (C2), some participants commented that the interviewer asked whether the respondent lived at the specific address twice in the video (once in the beginning and once toward the end). It was confusing, and it might concern respondents because it sounded like the interviewer was checking on the respondent's living arrangement in this household. They said that if the respondent was the head of the household, he/she would be more likely to be willing to work with the interviewer. But if the respondent was a renter or a temporary visitor, he/she would be less likely to work with the interviewer.

One participant [C4-P1] said that the interviewer was unclear about what information the census was to collect because the interviewer only stated that the census questions would ask "name, age, sex, etc." The participant wanted to know what the other questions were.

Excerpt 13. [C4 Lines 829–832]

P1: *The interviewer mentioned "姓名、年龄、性别，等等" (Name, age, sex, etc.). "等等是什么?" (What are the etc.?). The interviewer was not very clear about that. Then what was she investigating? If she can be clearer about it in the beginning, then when she showed the law statement, it will be more convincing.*

Despite these somewhat negative comments, most participants in the six groups said that they would be willing to help the interviewer and to participate in the census after the interviewer's explanation of the census and legal requirement for census participation.

### *Reaction to Culture-Specific Interaction Features*

No specific cultural issues were commented on during the focus group discussion of this video script.

### **3.3.2 Group-Specific Findings: Monolingual vs. Bilingual Groups**

Two slight differences were observed between the monolingual and bilingual groups. One is that two bilingual groups (C5, C6) had some negative comments on how the interviewer talked (i.e., she sounded like she was reciting from a script, she used long words), whereas the monolingual groups did not have any negative comments on this video. The other difference is that two bilingual groups (C5, C6) commented on when to present the Security Warning Card in the interview, whereas none of the monolingual groups mentioned this. However, these two differences were not present in all three bilingual groups. It is therefore

not conclusive to draw a clear distinction between monolingual and bilingual groups regarding their reaction to this video script.

### 3.4 *Low Engagement*

The *Low engagement* video depicts a Chinese-speaking Census interviewer talking to a Chinese-speaking respondent who is aware of the ongoing census but is not willing to participate due to disinterest or a lack of motivation. This section summarizes findings from the focus group discussions on how the Chinese-language focus group participants perceived and reacted to the video. Key findings include participants' reactions (both positive and negative) to the interviewer's verbal and nonverbal behavior, to key census messages, and to culture-specific features of the interaction.

#### 3.4.1 *Summary of Findings*

##### *Reaction to Interviewer's Nonverbal Behavior and Appearance*

Because this is the last video reviewed in the focus group and the interviewer appeared in the two previous videos (*Unaware* and *Fear/mistrust of government*), participants' reactions were similar to those in the previous two discussions. Overall, most participants commented that the interviewer worked hard to gain cooperation from the respondent. They noticed that the interviewer used different strategies to convince the respondent, such as asking for help and showing the Security Warning Statement Card. They reacted positively to the interviewer's nonverbal behavior and appearance, saying that everything was good about her (eye contact, appearance, and way of interacting with the respondent). They liked her sincerity in talking with the respondent. Excerpt 14 shows this overall reaction.

Excerpt 14. [C4 Lines 866–877]

- M: *Ok, so you all have positive feedback on this. How about other things that you feel positive about it? P4? Do you want to add?*
- P4: *No.*
- M: *How about P7?*
- P7: *All is good. I agree with what she did.*
- M: *P9, do you want to add anything? Appearance?*
- P9: *No. All is good.*

##### *Reaction to Interviewer's Verbal Behavior*

When discussing their reactions to the interviewer's verbal behavior, two groups (C1, C4) seemed to have differing opinions on the last statement by the interviewer, “您就帮帮我吧.” (please help me). Participants in Group C1 thought it was unprofessional for the interviewer to say “您就帮帮我吧” (please help me) in this situation; it would decrease the interviewer's credibility as a government worker. But in Group C4, all participants liked the interviewer's last statement, “您就帮帮我吧” (please help me), saying this is a good method to gain

cooperation from the respondent. The other four groups did not have any comment on this statement. Therefore, it is not conclusive to draw any findings on this issue.

Participants in three groups (C1, C2, C4) had some negative reactions to how the interviewer talked. Some commented that the interviewer spoke too loudly in this video, which sounded rude. Some participants thought that the interviewer spoke too fast and said it sounded like she memorized a script and sounded pushy. She could be friendlier by speaking more slowly.

However, other groups had positive reactions. Participants in two groups (C5, C6) commented that they liked the way the interviewer explained the census and addressed the respondent's concerns in this video more than in the previous video. They said that the interviewer was not too wordy and that she seemed well-prepared. They also noted that she did not sound like she was reciting from a script and she seemed to be friendlier and more interactive by using linguistic cues such as “您知道吗？” (do you know?). Her expressions were simple and neat. She had a good tone and looked natural.

### *Reaction to Key Messages*

Most participants agreed that the interviewer clearly explained that participating in the census is required by law and that the census data can benefit the local community (i.e., Chinese community). These two messages worked well in persuading the respondent to complete the census form. Participants thought the interviewer's explanations were easy to understand, were culturally appropriate, and sounded natural in Chinese. They also liked the confidentiality message on protecting their personal information and the short amount of time needed to complete the census. They particularly liked the statement “因为您目前居住在美国，所以美国法律规定您必须参加人口普查。” (Because you currently live in this country, the law requires that you must participate in the census). They thought this was an effective statement and hit the right point. The following excerpt shows this reaction.

Excerpt 15. [C5 Lines 929–933]

P9: *If we compare this video with the other two videos, this video is somewhat simple. It is more acceptable. “你不能因为你不是美国公民就不必参加·凡是住在美国这个地方的人·你都得参加” (You cannot think you don't have to participate because you are not a U.S. citizen. As long as you live in this country, you must participate in the survey). This hit the right point.*

Participants in one group (C2) made some constructive comments on the sequence of presenting the messages. They suggested that the sequence of actions and message presentation in the beginning of the interaction should be (1) showing the ID, (2) explaining the purpose of visit, (3) explaining the benefits of the census, and (4) showing the Security Warning card to gain trust because there are too many scams nowadays.

Three groups (C3, C5, C6) commented that the interviewer should have offered to make an appointment to come back when the respondent said that he was busy. They made two specific suggestions on the script: (1) the message of “it takes only take 10 minutes to complete the census form” should be mentioned at the beginning of the interaction and (2) the interviewer should have offered to make an appointment to come back when the respondent said that he was busy.

Most participants in the six groups showed by raising hands that they were willing to participate in the census because they understood the importance of the census and the legal requirement after the interviewer’s explanation of the census and the benefits of census data to the Chinese community.

### *Reaction to Culture-Specific Interaction Features*

In terms of culture-specific features, most participants in the six groups reacted negatively to the way the interviewer knocked on the door. They commented that in the video, the interviewer knocked on the door too loudly, which is considered impolite in the Chinese community. Many agreed that the interviewer should have pressed the doorbell instead. Participants said that the interviewer should ring the doorbell if there is one, and if there is no doorbell, the interviewer should knock lightly on the door. Also, after ringing the doorbell or knocking on the door, the interviewer should back up a little so the interviewer is not right in the respondent’s face. The following excerpt shows this reaction.

Excerpt 16. [C1 Lines 962–979]

M: *Does it fit Chinese culture? What is more appropriate? Knocking on the door or ringing the doorbell first ... if there is a doorbell? Raise your hands if you think she should ring the doorbell first.*

Group: *[All raised hands]*

P7: *She knocked on the door too loud. Bang! Bang! Bang!*

Group: *Hhh*

P7: *My heart cannot take it. It was too scary.*

M: *Do you mean if there is no doorbell, the interviewer can lightly knock the door?*

P7: *Just lightly, not too loud. It sounded mean. [Turning to others] Don’t you think so? She also spoke very loudly. It sounded mean and would scare people. She should have knocked at the door lightly, then said “I am from the U.S. Census Bureau” gently. That would be more polite. The respondent could not accept it.*

### **3.4.2 Group-Specific Findings: Monolingual vs. Bilingual Groups**

No clear pattern of differences was observed between the monolingual and bilingual groups in their reaction to the video script under discussion. The only slight difference is that two

out of three bilingual groups commented on the way the interviewer talked and noted the differences in her way of talking between this video and the previous one.

### **3.5 Summary of Overall Reaction across the Four Videos**

#### **3.5.1 *Most Encouraging Messages***

Discussions across the four video scripts suggest that most key census messages worked well for the Chinese community. The messages are clear, are culturally appropriate, and sound natural in Chinese. The participants did not have any difficulties understanding the messages. A clear pattern of preference among the six groups regards which messages motivate Chinese-speaking respondents to participate in the census. The messages that are perceived as most encouraging or effective are the following:

- Benefits of the census data to local communities, especially to the Chinese community (all six groups)
- Importance of census participation and use of census data for funding allocation (all six groups)
- Mandatory nature of the census and legal requirement for census participation (all six groups)
- Burden statement of short amount of time needed to complete the census form (two groups, C1 and C2)
- Confidentiality assurance of protecting personal information and privacy (two groups, C1 and C2)

The way these messages are delivered also plays a vital role. The messages are more effective when they are delivered with a polite tone and interactive linguistic cues. For example, phrases or words that indicate active listening or involvement from the interviewer, such 您知道吗? (do you know?) and 请 (please) are well received by participants.

#### **3.5.2 *Most Common Concerns or Reasons to Refuse to Participate in the Census***

There is also a clear trend among all six groups regarding the Chinese-speaking respondents' concerns or reasons to refuse to participate in the census. They discussed the following likely reasons that would deter Chinese immigrants from participating in the census:

- Not having a legal status in the U.S. (undocumented immigrants) or not having U.S. citizenship (all six groups)
- Privacy concerns, such as fears that personal information might be leaked or worries about whether providing personal information would affect their immigration status (all six groups)

- Safety concerns, such as questioning the interviewer's credibility, and not being willing to talk to a stranger (all six groups)
- Language barrier (one group, C4).

The group participants also mentioned that several types of people are not willing to participate in the census. They are those who

- do not have legal status in the U.S. (undocumented immigrants);
- have a history of not filing tax returns or having traffic violation records, etc.;
- do not care about civic duty or are uninterested in the census because they do not feel related to it or do not see any personal benefits from the census;
- lack knowledge about U.S. society in general and thus have fears, which have caused them to be afraid of unfamiliar persons or experiences, and
- do not want to be bothered or troubled.

All participants agreed that among all the reasons, not having legal status is the number one reason for Chinese immigrants to refuse participation in the census. They suggested that building trust between the interviewer and the respondents is very important in the Chinese community. Wearing clothes that represent the government (e.g., uniform, business-formal attire), having a name card or ID (preferably with Chinese on it) containing proof of interviewer's identity, or having a Chinese-speaking interviewer or someone from the local community would all help overcome the concerns and fears of Chinese immigrants.

Additional insights about shift in perception and reaction to census messages over time can be viewed in **Appendix I**.

### **3.6 Recommendations**

Based on the findings, we have two sets of recommendations: the first set is on the language barrier mindset, and the second set is on three mindsets.

#### **3.6.1 Recommendations for Language Barrier Situations**

##### *Interviewer Behavior and Appearance*

The interviewer's attire was identified as one of the crucial factors for the interviewer to win trust from a non-English-speaking respondent at the doorstep. If the interviewer's attire is business-formal or official enough, he or she is more likely to ease the respondent's fear of opening the door to a stranger, as the fear mostly comes from safety concerns or the legitimacy of the Census interviewer.

Therefore, we recommend designing a vest or a t-shirt with the Census Bureau logo on it. The logo should be large enough to be seen and should be prominently placed on the garment.

We also recommend that, if possible, the interviewer ring the doorbell instead of knocking on the door.

### *Placement of Chinese in the Language ID Card*

The current placement of the two Chinese language varieties (Mandarin and Cantonese) with two versions (simplified and traditional characters) in the Language ID Card is a problem. We recommend changing the design and placement of the two Chinese languages in the following ways

- Delete the simplified Chinese from the Cantonese category, and delete the traditional Chinese from the Mandarin category.
- Use a clear and discriminating label to specify the two varieties are of the same language by using this label: Chinese (Mandarin) 中文 (普通话/国语), Chinese (Cantonese) 中文 (廣東話).

When the first recommendation of deletion is accepted, there is only one Mandarin version in the card. So, the second recommendation of the labeling for “Chinese (Mandarin)” would be used by all Chinese Mandarin speakers regardless of whether they come from Mainland or from Taiwan.

- Place the two varieties of Chinese together on the same page.
- Use two terms for Mandarin (普通话/国语 [Mainland/Taiwan]) to be more inclusive.
- Place Mandarin above Cantonese because Mandarin is more widely spoken in the Chinese community.

See **Exhibit 3-1** for a visual presentation of our suggestions.

### **Exhibit 3-1. Recommended Placement of the Two Chinese Varieties**

您好，我是美国人口普查局的工作人员。请问您这里有没有人说英语并且可以帮助我们？如果没有，请给我您的电话号码，之后可能会有人用中文与您联系。	3
中文 (普通话/国语) Chinese (Mandarin)	
您好，我係為美國人口普查局工作嘅。請問您呢度有冇識講英文嘅人可以幫到我地？如果有，請留低您嘅電話號碼，之後可能會有人用中文同您聯絡。	1
中文 (廣東話) Chinese (Cantonese)	

The above labeling recommendation is made in conjunction with the rest of the recommendations.



### 3.6.2 **Recommendations for the Unaware, Fear or Mistrust of Government, and Low-Engagement Mindsets**

For all three mindsets (*unaware, fear/mistrust of government, and low engagement*), we propose the following:

- One standard description that includes culturally appropriate nonverbal behavior and appearance, such as ringing the doorbell and maintaining appropriate eye contact.
- One standard opening statement that includes all crucial messages expressed in a culturally appropriate manner.
- Additional messages that might be most useful to address different mindsets or concerns. All these messages should be tailored to reflect each respondent's interest based on the respondent's reactions and characteristics.
- Add appropriate verbal reactions to show that the interviewer is listening.

See **Exhibit 3-2** for a summary of these recommendations.

#### **Exhibit 3-2. Summary of Chinese-Language Recommendations for the Mindsets of Unaware, Fear or Mistrust of Government, and Low Engagement**

##### **1. Interviewer's nonverbal behavior and appearance**

Appearance	In addition to what is described in the current video scripts, include the following: <ul style="list-style-type: none"> <li>▪ Wear a vest or a t-shirt with the Census Bureau logo on it</li> </ul>
Verbal and nonverbal behavior	<ul style="list-style-type: none"> <li>▪ Ring the doorbell and step back</li> <li>▪ If no doorbell, lightly knock on the door and step back</li> <li>▪ Hold the ID card for 10 seconds</li> <li>▪ If the respondent invites the interviewer to enter the house, enter ONLY after trust is established and ONLY if you feel comfortable and safe</li> <li>▪ When entering the house, ask if shoes should be taken off</li> <li>▪ Make eye contact, but do not fix your gaze as if you were staring.</li> <li>▪ Maintain friendly and respectful attitude at all times</li> <li>▪ Add appropriate verbal reaction to show you are listening and engaged</li> <li>▪ Maintain proper speed, volume, and tone when speaking</li> </ul>

## 2. Standard opening statement (for all three mindsets)

After the respondent answers the doorbell, the interviewer should state the following in all situations:

Chinese	English
<ul style="list-style-type: none"> <li>▪ GREETING 您好！对不起，打扰您啦！</li> <li>▪ IDENTIFICATION 我为美国人口普查局工作。我姓张，这是我的工作证。</li> <li>▪ PURPOSE OF VISIT 现在美国人口普查局正在进行全国人口普查。我今天来，是帮助这个地址的住户填写人口普查表。</li> <li>▪ ADDRESS VERIFICATION 请问，这个地址是 [ADDRESS] 吗？您是住在这里的吗？</li> <li>▪ BURDEN 人口普查问题很简单，但是很重要，大概要十分钟就可以做完。</li> <li>▪ MANDATORY 人口普查需要统计每个居住在美国的人。法律规定每个人都要参加。</li> <li>▪ CONFIDENTIALITY 同时法律也会保护您的个人隐私，保证您提供的个人资料得到保密。这是有关这个法律的更多信息。[Show the Security Warning Card]</li> </ul>	<ul style="list-style-type: none"> <li>▪ GREETING Hello. Sorry to bother you.</li> <li>▪ IDENTIFICATION I work for the U.S. Census Bureau. My last name is XXX. Here is my work ID.</li> <li>▪ PURPOSE OF VISIT Right now, U.S. Census Bureau is currently conducting a nationwide census. I am here to help the household at this address to complete a census form.</li> <li>▪ ADDRESS VERIFICATION May I ask, is this address [ADDRESS]? Do you live here?</li> <li>▪ BURDEN Census questions are very simple, but very important. It takes about 10 minutes to complete it [the form].</li> <li>▪ MANDATORY The census needs to count everyone who lives in the United States. The law requires everyone to participate in it [census].</li> <li>▪ CONFIDENTIALITY And at the same time, the law protects your privacy and keeps confidential the personal information that you provide. Here is more information about this law. [Show the Security Warning Card]</li> </ul>

(continued)

## Exhibit 3-2. Summary of Chinese-Language Recommendations for the Mindsets of Unaware, Fear or Mistrust of Government, and Low Engagement (continued)

### 3. Additional messages that might be most useful to address different concerns or mindsets

If the respondent shows unawareness of the U.S. census, fear or mistrust of the government, or low engagement in civic duties, the interviewer can use the following messages after the opening statement to address each type of concerns:

Chinese	English
<ul style="list-style-type: none"> <li>WHAT IS CENSUS</li> </ul> <p>您知道吗，美国政府每隔十年进行一次人口普查，通过人口普查表，来统计所有居住在美国的人。</p> <p>&lt;&lt;MIGHT BE MOST NEEDED FOR UNAWARE OR LOW ENGAGEMENT&gt;&gt;</p> <ul style="list-style-type: none"> <li>IMPORTANCE OF CENSUS AND USE OF CENSUS DATA</li> </ul> <p>人口普查非常重要，因为美国政府是根据普查的结果来制定计划和政策，来为全美各个社区提供服务项目。这些项目包括建立社区服务中心、学校、医院、公路、和为孩子和老年人服务项目等等。所以准确的人口普查非常重要。而且必须人人参加！您参加了，即帮了自己，也帮了华人社区！</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR UNAWARE MINDSET&gt;&gt;</p> <ul style="list-style-type: none"> <li>CENSUS QUESTIONS AND CONFIDENTIALITY</li> </ul> <p>人口普查的问题很简单。我们就问有几位住在这里，每位的基本信息，比如性别、年龄。我们不会问到移民身份或社会安全号码之类的问题。另外，所有人口普查信息都统一处理，然后用统计数据表示出来。就是说您提供的个人资料都会得到保密，不会透露给他人！</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR FEAR/MISTRUST&gt;&gt;</p>	<ul style="list-style-type: none"> <li>WHAT IS CENSUS</li> </ul> <p>Do you know every 10 years, the U.S. government conducts a census? It is done through a census form to count everyone who lives in the United States.</p> <p>&lt;&lt;MIGHT BE MOST NEEDED FOR UNAWARE OR LOW ENGAGEMENT&gt;&gt;</p> <ul style="list-style-type: none"> <li>IMPORTANCE OF CENSUS AND USE OF CENSUS DATA</li> </ul> <p>The census is very important because the U.S. government uses the census results to make plans and policy decisions about providing programs and services for each community nationwide. These programs include building community service centers, schools, hospitals, roads, and services for children and the elderly. So, it is important to have an accurate census count. And everyone must participate [in the census]! Your participation will help yourself and the Chinese community.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR UNAWARE MINDSET&gt;&gt;</p> <ul style="list-style-type: none"> <li>CENSUS QUESTIONS AND CONFIDENTIALITY</li> </ul> <p>The census questions are very simple. We just ask how many people live here and some basic information about them, such as their sex and age. We don't ask about anyone's immigration status or social security numbers. In addition, all the data are grouped together and presented in statistical format. That is, the personal information that you provide will be kept confidential and will not be disclosed to others.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR FEAR/MISTRUST&gt;&gt;</p>

(continued)

**Exhibit 3-2. Summary of Chinese-Language Recommendations for the Mindsets of Unaware, Fear or Mistrust of Government, and Low Engagement (continued)**

Chinese	English
<p>▪ BURDEN AND BENEFITS OF CENSUS DATA</p> <p>人口普查表的问题很简单，大概只要十分钟就行了。您的参与非常重要，因为人口普查的结果是用来帮助您所居住的社区获得公平的政府经费，来建立各种服务项目。</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT&gt;&gt;</p> <p>▪ LEGAL REQUIREMENT AND CONFIDENTIALITY</p> <p>人口普查需要统计每个居住在美国的人，不管是不是美国公民，或者有什么样的身份。因为您目前居住在美国，所以美国法律规定您必须参加人口普查。同时法律也会保护您个人的隐私，保证您个人资料得到保密。</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR FEAR/MISTRUST AND LOW ENGAGEMENT MINDSETS&gt;&gt;</p>	<p>▪ IMPORTANCE OF CENSUS</p> <p>The census questions are very simple. It takes about 10 minutes. Your participation is very important because the results from the census will be used to help the community that you reside in to get its fair share of federal funding for many programs and services.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT&gt;&gt;</p> <p>▪ LEGAL REQUIREMENT AND CONFIDENTIALITY</p> <p>The census needs to count everyone who lives in the United States, regardless of their citizenship or their immigration status. Because you currently live in the United States, the U.S. law requires you to participate in the census. And at the same time, the law also protects your privacy and keeps your personal information confidential.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR FEAR/MISTRUST AND LOW ENGAGEMENT MINDSETS&gt;&gt;</p>

**3.6.3 Recommendations to Avoid Ineffective Verbal and Nonverbal Messages and Behaviors**

We recommend that the interviewers avoid verbal and nonverbal messages and behaviors that would alienate the respondents. Discussions about all four videos show that it is less desirable for the interviewer to exhibit the following verbal and nonverbal behaviors:

- Knocking on the door too loudly
- Standing too close to the respondent
- Flashing the ID card too quickly
- Speaking too fast
- Speaking too rigidly, as if reciting from a script
- Speaking too loudly

The following messages or presentation of messages are perceived as less effective, and we recommend that interviewers avoid or minimize them if possible:

- The placement of the two Chinese languages in the Census Language ID Card is confusing. There is no need to have two versions for each Chinese language variety. Our recommendation in **Section 3.6.1.2** provides the ideal placement.

- Requesting a phone number from the respondent or asking them to enter it in a device without explaining why.
- Address verification: “您是住在 [Address] 这个地址吗? ” (Do you live at this address of [address]?) It sounds strange or even offensive to ask this question at the beginning of the interview and repeat it again. If possible, ask this question later in the conversation. Our recommended introductory statement in **Section 3.6.2** still included the address verification toward the beginning of the introduction because we believe Census interviewers may be required to provide address verification upfront.
- In the list of example census questions, the term of “等等” (etc.) in “姓名、年龄、性别，等等” (name, age, sex, etc.) caused some concern. When providing example census questions, be concise yet complete.
- The Security Warning Card was presented to the respondent too late in the interview.



## 4. FINDINGS FROM KOREAN-LANGUAGE FOCUS GROUPS

In this chapter, we report findings from the Korean-language focus groups, summarizing their reactions to the four videos reviewed during the focus group discussion. Findings are presented in the order of the videos reviewed and discussed in the focus groups: *Language barrier*, *Unaware*, *Fear/Mistrust of government*, and *Low-engagement mindsets*. For each video, we document findings in terms of focus group participants' reactions to the interviewer's nonverbal behavior and appearance, verbal behavior (words used, tone), key messages, and culture-specific features. We also summarize main issues and concerns that emerged from the group discussions. To facilitate transparency in the reporting of the analysis, transcript excerpts are accompanied by their focus group ID number, as specified in **Exhibit 2-5** in the Methods chapter.

### 4.1 Language Barrier

#### 4.1.1 *Summary of Findings*

The *Language barrier* video depicts an interaction between an English-speaking Census interviewer and a Korean-speaking respondent. This section describes how the Korean-language focus group participants perceived and reacted to the video. One important element in the interaction is how the census interviewer used a Census Language Identification (ID) Card to identify the language spoken by the respondent and to obtain a telephone number from the respondent. Korean-language focus group participants' reactions to the feasibility and usability of the Language ID Card are also summarized in this section.

#### *Reaction to How the Interviewer Handled the Situation*

All participants in the six focus groups reacted positively to the English-speaking interviewer. They were impressed by how the interviewer handled the situation where the respondent was not able to communicate in English. They particularly liked that the interviewer came with the Language ID Card so it could be used with non-English-speaking respondents. They thought this shows that the interviewer was well prepared. The participants also interpreted the availability of the Language ID Card as the government's respect for ethnic and linguistic minorities. Excerpts 1 and 2 reflect this reaction.

Excerpt 1. [K6 Lines 114–115]

P10: *To me, it was good to see that the interviewer was prepared for different situations, I mean, she has an option. She is prepared to pull out in a situation that things don't work well for her.*

Excerpt 2. [K2 Lines 139–141]

- P8: *I liked the smooth transition after the interviewer found out that the respondent is not good at English. She just moved toward the next step smoothly without any frustrations.*

Before seeing the content of the Language ID Card, participants commented that they could not understand how the respondent in the video could give out her telephone number that easily, even when she was not able to communicate with the English-speaking interviewer. They thought that this video was not realistic in that a real respondent would not give that personal information. However, after seeing the message written in the Language ID Card, most participants nodded their heads and understood the reason that the respondent gave out her telephone number. Yet several participants still did not like the idea of requesting telephone information and thought that the request was burdensome. One participant [K6-P6] suggested leaving Census Bureau contact information so that the respondent can contact the Census Bureau rather than asking respondents for their telephone numbers.

Although the Korean-language focus groups did not have many negative comments on the interviewer's behavior, many participants pointed out that the English-speaking interviewer in the video spoke too fast, even after realizing that the respondent could not speak English. They suggested that the interviewer should slow down or try to emphasize key words rather than saying full English sentences. These suggestions were built on the assumptions that monolingual Koreans are likely to understand simple words even if they cannot understand full English sentences; the Korean education system emphasizes written English such as reading, rather than speaking and listening (Cho & Brutt-Griffler 2005; Song 2000). Excerpts 3–6 reflect these reactions.

Excerpt 3. [K1 Lines 250–253]

- P10: *The person speaks way too fast. She found out that the other person doesn't speak English, but still, the speed did not change at all. After she realized that, she should have talked to the person a little slowly. But that did not happen here. So, because of that, the person in the video could have felt more threatened.*

Excerpt 4. [K2 Lines 122–125]

- P10: *Here the respondent said No English but there has been no change in the speed. {Note: R meant the talking speed of the interviewer} She should have changed the speed or done other things a little differently; for example, she can say words instead of sentences or she can slow down. There was no change!*

Excerpt 5. [K3 Lines 248–251]

- P1: *Even though the respondent cannot speak English, the interviewer should speak more slowly and fully explain why she needs the telephone number.*



Excerpt 6. [K4 Lines 317–319]

P1: *I think it is not good to talk a lot in English if the person doesn't understand English. It would have been better if this interviewer can explain by using simple terms.*

*Reaction to Interviewer's Nonverbal Behavior and Appearance*

Regarding the interviewer's nonverbal behavior and appearance, including attitude, attire, gestures, and use of Census ID badges, the six Korean-language focus groups tended to discuss safety issues.

All participants liked the interviewer's positive attitude, especially her greeting and her smile. Several participants mentioned that they liked the fact that the interviewer stayed outside during the conversation. This way, others can see what is going on to keep both interviewers and respondents safe.

Most participants liked that the Census interviewers showed the Census ID badge upfront in the beginning of the conversation. However, many of them thought showing the ID badge was not enough to gain trust because of safety concerns. A few participants even commented that showing the ID badge would not help. They said that showing the ID does not mean anything to Korean monolinguals, as the ID badge is written only in English.

Excerpt 7 reflects this sentiment.

Excerpt 7. [K1 Lines 130–131]

P2: *I feel scared. When you cannot speak English but people come and show an ID, it makes me scared.*

Out of all focus groups, several participants thought that the interviewer's attire was fancy and that she wore excessive accessories (she wore a black military-style jacket that has two front pockets and dangling earrings). Several other participants commented that Census interviewers should wear a suit to obtain more trust and look more professional. However, such comments were not shared by other participants, and most participants thought the interviewer's attire was appropriate.

Even though most participants thought the current business casual style in the video was acceptable, most participants suggested that the interviewer wear a uniform, vest, or a cap. These reactions are also rooted in the participants' concerns about their safety. They suggested that Census interviewers have somewhat conspicuous attire, perhaps with a Census Bureau logo (written in Korean if possible), so that the respondents can easily identify that the person standing in front of the door is a Census interviewer.

Most participants were concerned about safety when opening the door to a stranger, and this concern was more conspicuous for female participants. Several participants said that they would not open the door to male Census interviewers, and this emotion was deeply

shared by many other participants. In three focus groups (K2, K4, K5), the participants commented that female interviewers would be less threatening and suggested hiring only females as Census interviewers to make respondents open the door more easily.

In addition to safety concerns, several participants suggested using written materials prepared in Korean when communicating with the respondent. They thought the use of Korean-language materials would increase the legitimacy and the trust of the Census interviewer. The following excerpts show these reactions.

Excerpt 8. [K1 Lines 190–192]

P5: *...People would still feel wary. So, I think interviewers should carry some written materials written in Korean, something written in Chinese for the Chinese, to say they are from where... If they show something like this on the spot and use this, people would be less worried.*

Excerpt 9. [K2 Lines 185–191]

P7: *The Census interviewer takes the telephone number but does not let people know where this person belongs. {Note: Where this person belongs to mean "the organization that the interviewer works for"} For example, giving out something ... some materials ... there is nothing that they {Note: R meant "census"} give out. So, people who don't speak English ... after they {Note: R meant "Census interviewers"} leave... those people {Note: R meant "monolingual Korean speakers"} may think, "Did I meet a door-to-door salesman?"*

As an idea to address these safety concerns, one participant [K3-P6] suggested restricting the time to send out Census interviewers to only evenings because respondents are likely to open the door to strangers when there are more people in the household. Other participants disagreed, commenting that there are many single-person households. This participant [K3-P6] also suggested using a sticky note notifying the interviewer's future visit time so that the respondent can expect the visit; other participants also liked this idea.

Furthermore, one participant [K4-P5] emphasized the importance of public campaigns in local areas with community leaders, in addition to the mass media campaign. This participant thought that such campaigns would enhance respondents' trust in the census and other participants in this group agreed.

### *Reaction to the Language ID Card*

Most participants in the six focus groups understood the purpose of the Language ID Card and liked the use of card. However, the extent to which participants liked the Language ID Card differed across groups.

Although the Language ID Card was liked the most in monolingual groups, one participant from the monolingual group [K3-P4] did not understand why the Census Bureau should send out the Korean-speaking interviewer later. This participant thought the Census

interviewer should carry paper questionnaires in all languages or use a smart phone app that supports all languages. That way, the interviewer can finish the interview in one visit.

Similar comments were made more frequently in the K4 focus group, which was a bilingual group. In this focus group, a few participants commented that they should use a phone translation app or three-way calls involving a translator over the phone after identifying the language spoken by the non-English-speaking respondent. When the moderator clarified that that is not an option, the participants in this group acknowledged the usefulness of the Language ID Card under the circumstances.

Most of the participants in other groups thought that using the Language ID Card was great and would be useful in the situation of a language barrier. They commented that the card was clear and easy to understand. Excerpt 10 illustrates the participants' reactions to the Language ID Card.

Excerpt 10. [K1 Lines 306–312]

P9: *It's good.*

P5: *This is what I described a minute ago. If you are using a smartphone, you have to find things but if you have this, you can just show it ... {Note: This R meant this Language ID Card is a lot more convenient than a smartphone app because it's more handy.}*

P6: *This shows the purpose of visit at once. And it's good.*

Almost all participants in the six focus groups located the Korean language from the current Language ID Card without difficulty. However, several participants explained that they found it because they remembered where the respondent in the *Language barrier* video found the Korean language. They said it could have been difficult if they had not known about that in advance because the Korean language did not stand out and it is shown only after opening the flap of the Language ID Card.

Several participants volunteered ideas to improve the order of languages on the Language ID Card or responded to the moderator's request to suggest ideas to improve the design of the current Language ID Card. For example, one participant [K2-P11] commented that the font size used in the Language ID Card was too small for elderly people and the overall design was not attractive.

Participants also suggested other ways of presenting the languages, as shown in Excerpts 11–13.

Excerpt 11. [K2 Lines 245–247]

P6: *I hope they make these {Note: R meant Language ID Card} differently according to the neighborhoods. For example, if you visit Korea Town, place Korean in the second or in the third.*

Excerpt 12. [K2 Lines 261–265]

- P10: *Well what about showing all the languages in Europe and Asia like that? Now, it is an alphabetical order so the Korean language is found when you open this {Note: R meant the first cover of the Language ID Card}, but if it's sorted like that ... but we could see all Asian languages together then people would easily figure out how it is organized and try to find their languages? Honestly, it doesn't really matter for younger folks, but for the elderly.*
- P3: *Then I think it should follow language population size, since there is no single Arabic-speaker living in my neighborhood... [points to the Arabic section in the first page] I don't like this.*

Excerpt 13. [K6 Lines 209–214]

- P2: *In a situation when you don't understand what the interviewer is talking about and you don't expect to see Korean here, it will be easier if there are flags, the flag of each country here [Scanning the right corner of the page with her finger from top to bottom, where the names of each language are printed].*
- P4: *[Speaking to himself] Flags—that's a good idea!*

Among the different formats for language placement, presenting the languages by the size of U.S. population that speaks the language was well-received and seemed reasonable because other ideas such as grouping the languages by the countries' geographic location is not feasible, as some languages are spoken in multiple countries and continents.

#### 4.1.2 **Group-Specific Findings: Monolingual vs. Bilingual Groups**

The monolingual and bilingual groups did not differ much in their reactions to the video. They reacted similarly about the interviewer's nonverbal behaviors, including his or her attitude, gestures, appearance, attire; the use of Census ID badges; the use of Language ID Card; and the placement on the Language ID card. One slight difference is that more participants in the monolingual groups (K1, K2, K3) than in the bilingual groups (K4, K5, K6) commented that the interviewer talked too quickly.

## 4.2 **Unaware**

### 4.2.1 **Summary of Findings**

The video depicts a Korean-speaking Census interviewer talking with a Korean-speaking respondent who is unaware of the U.S. census. This section summarizes findings from the focus group discussion on how the Korean-language focus group participants perceived and reacted to the video. Key findings include participants' reactions (both positive and negative) to the interviewer's verbal and nonverbal behavior, to key census messages, and to culture-specific features in the interaction.

### *Reaction to Interviewer's Nonverbal Behavior and Appearance*

Most participants reacted positively to the interviewer's nonverbal behavior and appearance, and they liked her demeanor. Participants commented that the interviewer was kind and nice and maintained a positive attitude throughout the entire conversation.

The participants liked that the Census Bureau sent a Korean-speaking interviewer. They were impressed and said it is good to have a Korean-speaking interviewer because they can share common expressions and emotions and the language barrier would be minimized. Excerpts 14 and 15 illustrate these reactions.

Excerpt 14. [K1 Lines 304–356]

- M: *What do you think? Is there anything you particularly liked about the interviewer in this video? What would Koreans like you like here from this video?*
- P2: *This interviewer spoke Korean so that's good.*
- Group: *Hhh [agreement]*
- M: *What about other things like tone? Behavior? Appearance? Gestures, facial expression?*
- P9: *I like them all.*
- Group: *...*
- P9: *It's good since we can communicate.*
- P8: *Yes, it's good since we share common emotions.*

Excerpt 15. [K6 Lines 370–374]

- P4: *I like that the interviewer was calm and answered comfortably even when the home owner was full of suspicion and asking some aggressive questions.*
- P10: *Certainly, because they speak in the same language, the respondent seemed to open her heart and engaged in the conversation.*

Because the interviewer was smiling throughout the interview, participants felt that the interviewer was sincere, trustworthy, and friendly. Almost all participants agreed that the interviewer's attire was appropriate and that she looked sincere. Only two participants across all six groups thought that the interviewer's hairstyle should have been tidier and suggested using a hairpin. Not all participants noticed the census logo on the bag that the interviewer had on her shoulder; the ones that who noticed the bag liked it because it gave the interviewer more credibility.

Most participants reacted positively to the interviewer's behaviors. However, a few participants in Groups K3 and K6 noticed that the interviewer occasionally looked sideways, as if she were nervous. They guessed that this might have happened because the amateur

actor could not remember all the lines completely. However, they commented that the actual interviewers should maintain proper eye contact to look more confident.

Although most of the participants liked the kind attitude of the interviewer, one participant [K6-P2] commented that the interviewer was “too kind,” like a salesperson. This participant would have liked to see the interviewer take a more formal approach to emphasize that it is a legal duty to participate in the census rather than putting emphasis on the benefits.

As in the discussion in the *Language barrier* video, the focus group participants liked that the Census interviewer showed the ID badge in the beginning of the conversation. However, they felt that showing the ID itself would not be enough to gain respondents’ trust because the ID could be fake, too. Additionally, three participants (P1, P7, P9) in Group K5 felt that the interviewer almost thrust the ID badge in the respondent’s face as compared to the *Language barrier* video, and they did not like it. One participant reasoned that the strap of the ID badge was too long and suggested shortening it. However, these comments were made only in one out of six focus groups.

Again, we observed the same trend regarding the interviewer’s attire as in the discussion about the *Language barrier* video. All participants thought the interviewer’s attire was appropriate; however, a few participants in each focus group suggested that the interviewer should wear a uniform or something that can be easily distinguished from ordinary outfits to give the respondent a sense of safety (i.e., showing she is a legitimate census worker).

This is a common theme from the *Language barrier* video. That is, because of safety concerns, they would not open the door to strangers. They said that the respondents would check who rang the doorbell by first peeking through the window or peephole of the door before opening it. Therefore, the Census interviewers must wear brightly colored caps, uniforms, or vests so that people can quickly identify that a Census interviewer is at the door. Excerpt 16 shows such reactions.

Excerpt 16. [K5 Lines 468–494]

P11: *I have responded to this survey twice since I immigrated, once in Hawaii and once after I came to California. What’s more common is not opening the door which is not shown in this video. In the situation like this, few people come out. They look out through the hole [makes a hand gesture to create a tiny hole in his fist and puts the hole to his right eye as if he looks out through a peep hole]. When I was in Hawaii, I participated as a volunteer to the census. So with a cap or something like a uniform, just like cops or parents who are acting as traffic guards in the morning in front of a school [holds one hand up gesturing to stop, and waving the other hand side by side near the waist line like a crosswalk volunteer], when you wear a bright-colored uniform or a cap with census written on it, the likelihood of opening the door goes up because they saw it through the hole [puts an eye to a fist hole].*

P8 & P9: *[Nodding in agreement]*

P11: *No one would ever open the door like here in the video.*

P???: *[Several participants say yes, yes in agreement]*

P11: *Especially nowadays in Korea Town, it's nonsense to assume someone would open the door and come out in this way. When you look out through the hole of the door [makes the fist hole and puts his eye], pop! There you go... Because there must be lots of advertisements and a campaign when it's time for the census, through the Korean or American media too, most people would know the census is going on. So, if you wear a cap or a simple uniform in bright color with census written on it, the probability of people opening the door will be high.*

P9: *[Nodding and saying] I agree [nodding again].*

To address these safety concerns, the participants suggested several ideas, such as (1) sending a letter before the interviewer's visit (K1, K2); (2) coordinating with apartment building managers to notify the residents of the apartment building about the Census interviewer's visit schedule and requesting cooperation (K1); (3) hiring female interviewers only (K5); (4) hiring females in their 30s or 40s, as they would be successful getting a response from both younger and older Koreans (K4); and (5) sending the interviewers to the field in pairs, such as one female and one male interviewer (K2, K6).

### *Reaction to Interviewer's Verbal Behavior*

Many participants liked the interviewer's detailed explanations throughout the video and her sincere and friendly attitude. They also commented that the interviewer was well informed and explained the census thoroughly. The following excerpt illustrates this reaction among the participants.

Excerpt 17. [K6 Lines 621–622]

P2: *The interviewer addressed the questions that most people would want to know well... the questions that I would ask.*

A few participants mentioned a few lines—in particular, “If you don't want to do it now, I can come back whenever it's convenient for you, but I would be thankful if you can do it now.”—as what they really liked, as shown in Excerpt 18.

Excerpt 18. [K4 Lines 562–566]

P7: *The best part was “If you don't want to do it now, I can come back whenever you have time.” I liked that part. So, telling the person that “굳이 지금 안해도 되는데 해주시면 감사하겠다” (You don't have to do it now, but it would be much appreciated if you can do it) was the best part.*

P5: *... If you say you don't want to do it, the interviewer could get aggressive, but it was great that she smiled and was very nice until the end.*

However, this same line was not much appreciated by another participant [K3-P3] because the interviewer offered to come back before clarifying the time burden of census participation. Excerpt 19 articulates these reasons.

Excerpt 19. [K3 Lines 660-667]

- P3: *... In the middle of the video, the interviewer didn't say that it will take approximately 10 minutes but said "I can come back later" first. I think she needs to say that it will take only 10 minutes first because it is always better to do the survey now to save money. You have to tell the respondent that it will only take 10 minutes and then say that she will be back if you don't have time right now. If you say you can come back later first, then the respondent will think "Oh, then I will do it later."*

In addition, although many participants from all focus groups liked the kind and detailed explanations from the interviewer, some participants did not like these detailed explanations. These participants commented that the explanations were too long and some were unnecessary. The participants who did not like the explanations were more articulate in explaining their reasoning than those who liked them. For example, K3-P11 and K3-P1 thought that the long and verbose explanations would not work for people because they did not respond to the census request for a long time and ended up meeting the Census interviewer in person. One participant [K6-P5] also thought that Koreans could not stand to hear long and detailed explanations.

Excerpt 20. [K3 Lines 660-695]

- P11: *First of all, ... the person who received the questionnaire didn't do this for a long time maybe because she got lazy or didn't want to fill it out. Then the interviewer comes and explains in such detail why you need to do that, then she may think why is this person explaining it to me with such details? So, I think providing too much information ... it has its pros and cons.*
- P1: *This would depend on personal preference... If I were in that situation, I don't like if someone says too many things. Just providing simple facts would be better for me.*
- M: *But wasn't the respondent curious about it and asked the question first?*
- P1: *Yes, she did, but...*
- P11: *Yes, she did, but I think the interviewer explains it too long.*
- P1: *I also think it is necessary to provide some additional information that I came here because someone else has visited you before and you were Korean. Then the respondent will know "oh, this person is from the same place" {Note: P means the Census Bureau}. Then you will trust the interviewer more.*
- M: *Yes.*
- P1: *But I don't know. Could be just me, but I won't stay so long out there to talk to the interviewer.*



In addition, the participants emphasized the importance of the interviewer's tone when communicating the legal requirement for census participation. The Korean participants said that the information about the legal requirement is intimidating, so it should be delivered in a gentle and friendly manner. They suggested emphasizing the benefits at the same time to dilute the heavy content. This suggestion can be explained by Hall's framework of low- versus high-context cultures (Hall, 2000). According to Hall (2000), the actual content of the message is more important than when, how, and by whom it is expressed in low-context languages (e.g., English, German), while speakers of high-context languages (e.g., Chinese, Korean) rely heavily on context and interpersonal cues. Excerpts 21 and 22 exemplifies this point.

Excerpt 21. [K3 Lines 749-752]

- P7: *If this is a heavy duty, then you don't like it, but if the interviewer says, "Please do it because..." using a softer tone, then it will be ok. If you talk about the duty, the conversation will be much shorter. There is too much blah blah blah at the beginning. Just tell them the duty and that it doesn't involve any fines.*
- P11: *Just say "For Koreans, duty means legal duty of people living in the U.S. If you fulfill your duty, you will get this and that kind of benefits." If the interviewer is asked what is getting better, then the interviewer can explain that if elderly people live in this area, the government will provide more benefits for seniors. By adding this kind of explanation, the interviewer should try to make respondent forget about the term "duty" so he/she participates without much asking.*

Excerpt 22. [K6 Lines 538-542]

- P4: *I think you should talk about both. It is a duty and right at the same time. If the interviewer briefly explains about the duty, and explains about the benefits right after that, any repulsion a person might have because of the duty talk can be relieved. I was like that when I watched the video. I was like "What? What are you talking about?" when I was listening about the duty part, but when she talked about the benefits, I was like "aha, that's why I should participate."*

### *Reaction to Key Messages*

All participants across the six focus groups understood these key messages: (1) importance of the census, (2) benefits of census data to local communities, (3) confidentiality assurance for protection of personal information, (4) brief time (10 minutes) needed to complete the census form, and (5) legal requirement for census participation. They commented that the interviewer's explanations were easy to understand and culturally appropriate and sounded natural in Korean.

Of the five key messages, "benefits of census data to local communities" was discussed most frequently in Groups K1, K3, K4, and K6 as a message that would affect their census participation, followed by "confidentiality assurance" and "legal requirement for census

participation.” Other than these key messages, having a Korean-speaking Census interviewer would positively affect their decision to participate in the census. The following excerpt exemplifies this kind of reaction.

Excerpt 23. [K1 Lines 503-513]

- P6: *I will do it since “한인 사회를 돕는 거니까” (it will help Korean communities).*
- P7: *Since we live here anyway, we should cooperate ... I think even I can ask others to participate in this. I participated in this once. At that time, the interviewer was not a Korean person and I had all the concerns which were described in this video. Like, what if my personal information is stolen? It could have been a lot better if the person had been a Korean person ... it's true that I cannot understand English very well so I might have felt that way ... But, now, as I learn a lot about this ... like it's been done every 10 years, it's a “의무” (duty), and it could help communities when the results are actually reflected.*

The order of messages was discussed in four groups (K2, K3, K5, K6). Some of the participants in these groups felt that order of the current messages presented in the conversation should be changed. At least a few participants in each focus group commented that “legal requirement for census participation” should be mentioned first for efficient communication. However, about an equal number of participants did not like this idea, and they thought that the benefits should be explained first and the legal duty part should come later only if the respondent still does not want to participate. Such debates about mentioning the legal duty did not seem to reach a clear conclusion, but they agreed that how this legal requirement is delivered to the respondents is very important, and it should be delivered in a gentle and friendly manner.

When the moderator probed about the ideal order of the messages in these groups, they thought there would be no certain order that works for everybody. They thought the interviewer should tailor the messages to the respondent's characteristics by carefully watching the respondent's reactions. The following excerpt illustrates how to tailor the approach well.

Excerpt 24. [K5 Lines 701-712]

- P1: *Well, at the beginning in the interviewer's explanation, she said through your participation, something for the elderly blah blah blah. In the big picture, everything she said was right. Things for the elderly, kindergarten, things like these... I think it was like that because she was explaining within some kind of a fixed frame. But if I explain this to a young lady, a young Korean lady, I would say, “응답을 하셔야지 한국분들을 위한 어떤 시설이 확충됩니다” (Your response will help building certain facilities for Koreans). Put something that is related to the person's interest always upfront. Like your response will yield such and such benefits. The interviewer's explanations can be customized. When you meet a senior citizen, you talk about building facilities for the elderly. If you meet a younger person, you talk about building Korean-*

*language schools, creating jobs that require Korean-language skills.  
Customize the benefits that you can directly relate to yourself.*

However, they reached an agreement that the length of the interview should be presented upfront (K3, K5, K6) along with the personal information protection presented in the Security Warning card (K5, K6). They thought such information should be provided to the respondent without being asked for by the respondent.

One participant [K4-P1] felt that an important message to clarify the reason for the Census interviewer's visit was omitted. This comment was repeated when discussing the *Fear/Mistrust of government* video and *Low engagement* video and discussing the messages to encourage census participation by other participants [K3-P3, K3-P6, K3-P8, K6-P3, K6-P7].

### *Reaction to Culture-Specific Interaction Features*

Several culture-specific interactional features are included in the script of the *Unaware* video: the respondent invited the interviewer to come into the house and then offered the interviewer a drink of water. The interviewer took off her shoes and accepted a drink.

In addition, the interviewer used 선생님 (teacher) in the video to address the respondent. This term of address is widely used to refer to someone in a polite way, similar to sir or ma'am. Using this term indicates the interviewer's respect for the respondent, and this term was used in three Korean videos. These interactional features generated some interesting reactions and discussions in the groups.

Although at least one participant from all monolingual focus groups (K1, K2, K3) and one bilingual focus group (K4) liked the interviewer taking off her shoes when entering the house, most participants pointed out that interviewers should not ask respondents to invite them into their houses and interviewers should not enter respondents' houses for their own safety. For the same reason, most participants thought that the interviewer should not accept the drink offer.

Because it is likely that Korean interviewers encounter such situations in the field, particularly when dealing with senior citizens, the moderator probed about whether the refusal to enter the house would hurt the respondent's feelings. The participants thought that Koreans living in the United States would understand why the interviewers cannot enter the house or cannot accept the offer of food or drink because such behavior is prevalent here. They suggested that the interviewer should decline the invitation graciously, such as by saying, "너무 죄송하지만 저희가 규정상 들어갈 수가 없습니다" (I am terribly sorry, but according to our policy, I am not supposed to go inside).

Discussion about the appropriateness of the term 선생님 (teacher) occurred in groups K3 and K6; they agreed this is the best term to call a person when the interviewer does not know the name of the respondent. One participant [K3-P5] liked it because the respondent

looked much younger than the interviewer, but the interviewer called the respondent 선생님 (teacher), which exhibits the interviewer's respect toward the respondent.

#### 4.2.2 **Group-Specific Findings: Monolingual vs. Bilingual Groups**

The monolingual and bilingual groups did not differ in most aspects. There was only one slight difference: only one participant liked seeing the interviewer taking off her shoes when entering the house in one bilingual focus group (K4), while at least one participant liked seeing that in every monolingual focus group (K1, K2, K3). Furthermore, the participants in the bilingual groups were more adamant about not accepting the invitation to go into the home or the drink offer. For example, a few participants in each of the monolingual focus groups (K1, K2, K3) said that accepting the offer should be at the interviewer's discretion at first but changed their minds after hearing the other participants who strongly argued that it was better to be careful. In contrast, all participants in the bilingual focus groups (K4, K5, K6) voiced that there should be a set guideline about how to behave in those situations. It is likely that monolingual participants are more familiar with the Korean traditions; therefore, they seemed more positive about the culture-specific interactions, such as entering the respondent's home or accepting offers of hospitality.

### 4.3 **Fear/Mistrust of Government**

The *Fear/Mistrust of government* video depicts a Korean-speaking Census interviewer talking to a Korean-speaking respondent, who is aware of the ongoing census but is not willing to participate because of fear or mistrust of the government. This section summarizes findings from the focus group discussion on how the Korean-language focus group participants perceived and reacted to the video. Key findings include participants' reactions (both positive and negative) to the interviewer's verbal and nonverbal behavior, to key census messages, and to culture-specific features in the interaction.

#### 4.3.1 **Summary of Findings**

##### *Reaction to Interviewer's Nonverbal Behavior and Appearance*

Participants across the six focus groups thought this video depicted realistic situations for Korean immigrants' households—they were afraid that if they provided information to the government, the information would be used against them. The participants conjectured that the respondent shown in this video is perhaps an undocumented person, and they agreed that it would be difficult to encourage undocumented immigrants because their perceived risks greatly outweigh the benefits that they can receive by participating.

The conversation in the Excerpt 25 demonstrates the current level of fear and mistrust.

Excerpt 25. [K4 Lines 968-983]

- P1: *I will not open the door, because...*
- P7: *Oh, and it is written there as well. "Don't open the door!" Hhh.*
- M: *Where?*
- P7: *That Korean website.*
- M: *Korean website? Which one?*
- P7: *Oh... There is an online forum for immigrants... there is a forum which discusses about how to deal with this issue... And they say "Never open the door!"*
- Group: *Hhh.*
- P7: *This alert has been spread everywhere now.*

In terms of the interviewer's behaviors, many participants across the six Korean-language focus groups complimented the interviewer. The participants thought highly of the interviewer's patience to win over the reluctant respondent. They commented that the interviewer maintained a calm attitude, remained positive with smiles, and made persistent efforts to interact with the respondent. Although the interviewer's kind attitude was meant to gain cooperation, one participant [K2-P11] cynically said, "For those whose status is not legal, no matter what explanations are given, I don't think they would stop worrying. The nicer the interviewer is, the more they may suspect the interviewer." Reacting to this comment, many participants commented that it would not be easy for the interviewer to convince this respondent to participate in a short time frame. To address this issue, more than half of the participants in Group K4 thought that the Census Bureau should partner with some churches, YMCAs, or other well-known institutions or community leaders to increase recognition about the census so that Korean-speaking respondents, including undocumented persons, will trust them.

### *Reaction to Interviewer's Verbal Behavior*

Many participants thought that the interviewer was well-trained and seemed to have thorough knowledge of the census. However, quite a few participants did not think the interviewer's detailed explanations would convince this reluctant respondent. Although most of the participants in Groups K1 and K2 evaluated the interviewer's behaviors positively overall, the rest of the groups' reactions were quite different. That is, several participants in Group K3 (monolingual) felt that the interviewer was too wordy. Moreover, the participants in all bilingual groups (K4, K5, K6) voiced that the interviewer's explanation was too long and verbose. They pointed out other specific issues from the video as follows. First, two participants [K6-P1, K6-P2] felt that the interviewer's tone in this video sounded aggressive. They felt that the interviewer went through the information without interacting with the respondent. This thought was shared by another participant [K5-P1]. To address this issue,

one participant [K6-P7] suggested adding some sympathetic verbal reactions to show the interviewer is listening and sharing the respondent's concerns, as shown in Excerpts 26 and 27.

Excerpt 26. [K6 Lines 815-820]

P7: *It would've been better if she felt for that person a little more by putting herself in the respondent's shoes. If the person expressed such concerns, she could have said "아, 그런 부분이 의심이 되실 수도 있겠네요" (Ah, I hear you. You could be suspicious about it.). It would've been better if she said just one sentence like that before giving the long explanations. She started explaining things without taking that person's repulsion into her heart. She sounded like 나는 너 위에 있다 (I'm standing above you).*

Excerpt 27. [K5 Lines 1335-1346]

P1: *No matter how this person reacts, the interviewer was giving the information one by one without losing her calm... that way, she is being so informative when she delivers the messages. She did a very good job in that sense. But the problem is, the person in front of her was not ready to listen to her, and said I'm busy, I have to go. 저렇게 나오는데 하나도 미동도 안하고 계속 자기 할만만 계속 하는 거는 좀 아니라고 봐요 (I don't think it's right when she was not shaken by it at all and kept going and going.) If the person said "I don't have time," then she should've said "It doesn't take much time." She should have reacted like "선생님, 이거 시간 얼마 안 걸리거든요. 그리고 지금 안 하시면 나중에 또 누가 와서 시간 더 걸리실 수 있어요" (Sir, it doesn't take a lot of time. And if you don't do it now, someone else will come back later. It may take more time than doing it now). She should have led the communication interactively, because this is not a chance for her to recite what she has to say. I think it's important.*

One participant [K6-P1] was very sensitive to the interviewer's tone and wording when she said the following in the video: 소셜 시큐리티 같은 정보는 물어보지도 않아요 (We do not dare to ask for information like social security number) and 감옥을 가도 제가 가고, 벌금을 내도 제가 내고 (If someone is going to jail, it will be me who is going to jail. If a fine is charged, it will be me who pays that fine.) This participant felt it sounded argumentative. Another participant [K6-P4] agreed, saying that the interviewer would only talk this way because she must have assumed that this respondent was undocumented and assumptions like this could steer people away from the census. A participant [K6-P1] thought the tone delivering the message was important and suggested softening the tone and changing word choices by using a third party's perspective. This group came up with new wording: 많은 분들이 우려하시는 소셜 시큐리티나 민감한 개인 정보는 저희는 수집하지 않습니다 (We do not collect sensitive personal information such as social security number that many people are concerned about) and 법적인 처벌을 제가 받습니다 (I will take any legal responsibility). They were happy about this alternative wording.

Another issue mentioned several times was the way the interviewer checked the address. Several participants in Groups K1 (P1, P6, P9, P10) and K6 (P1) wondered why the interviewer checked the address twice, first in the beginning and second toward the end of the video after the respondent finally agreed to participate, and they did not like it. After hearing the moderator's explanations, they understood the reasons, but suggested checking the address later after getting the respondent's final consent to participate to avoid scaring people away. It is unclear whether the respondents would have reached this conclusion without the intervention of the moderator.

### *Reaction to Key Messages*

The same key messages as in the *Unaware* video were included in the *Fear/Mistrust of government* video, and all the participants thought the interviewer's explanations were easy to understand, were culturally appropriate, and sounded natural in Korean. They named the confidentiality assurance and the legal requirement for census participation frequently as the messages that motivated their participation decisions.

Although the participants understood the key messages without difficulty, the participants felt that the interviewer did not present tangible benefits but only repeated the general purpose of the census. They were pessimistic about convincing this reluctant respondent because they thought those who chose not to fill out the census form until meeting the Census interviewer are likely to have their own reasons that prevent them from participating, such as illegal immigration status. These reactions are shown in Excerpt 28 and 29 below.

Excerpt 28. [K3 Lines 920-925]

- P7: *I think she is not that persuasive. She just talks a lot.*
- P4: *Yes, I agree. She doesn't sound persuasive.*
- P5: *The interviewer keeps saying that what you know is wrong, right? I don't know if I will participate if she keeps saying that.*

Excerpt 29. [K4 Lines 1030-1036]

- P7: *You just said most of the people do it by mail or internet, right? I think those who have illegal immigration status will never do it, even by mail or through the internet.*
- P5: *But in my opinion, I told you about XXX {Note: Korean eating place in town} and similar things, you can only open the mind of the respondents if the general "인식" (perception, recognition) changes. But the illegal immigrants will never change their perception... They will always think they will get some kind of disadvantage if they participate.*

Such pessimistic thoughts were similar across all groups, although it was more prevalent in Groups K4 and K5. In these groups, they discussed ways to boost participation aside from

conversations at the doorstep, as they thought that it would be impossible to convince reluctant respondents at the doorstep, and could be better achieved through public media campaigns or local community outreach. In addition to this, Group K6 participants suggested making a video clip with Korean subtitles so that it can be used at the doorstep. They thought this video would help eliminate any concerns and emphasize benefits.

In Groups K1 and K2, a few participants in each group suggested mentioning the nature of the participation—legal responsibility—first rather than later. This idea was welcomed by about half of the participants in each group, but the other half did not like it. One participant [K2-P9] said, “It would only work for negative participants like him. People should have their freedom of choice about whether to participate or not.” As with the findings from the *Unaware* video, the Korean participants discussed the importance of context when communicating the legal responsibility of census participation. They voiced that people would not be scared or upset if the interviewer delivers this message in a friendly way, emphasizing that participation is required by law, but the same law protects privacy. One participant [K6-P1] also made an interesting point, as illustrated in Excerpt 30.

Excerpt 30. [K6 Lines 1161-1166]

P1: *...because legally... Suppose I am a criminal. If someone told me that if I don't do this, there might be another legal penalty, then I might think this is something I can do, because I don't want to add another violation to what I already have. Suppose I am an illegal immigrant, I would do it because they might follow me to collect fines if I don't do it. The benefits are not my business. If someone talks about possible benefits I might receive, I would think who cares, I don't get it and that's it.*

The moderator asked about the preferred order of the key messages only if participants raised the issue of message order. The participants in Groups K1, K2, and K4, seemed to agree that the current flow, starting from the benefits and then moving to the legal responsibility, works best in general. However, they did not think that a certain order works for everybody. The participants in Group K5 agreed with the importance of flexibility when approaching respondents. They said that interviewers should be flexible and able to vary their approach according to the respondent's reactions or characteristics. Participants suggested the following order: (1) greeting, (2) short explanations of the census purpose and its importance, then (3) detailed and specific benefits tailored for each respondent.

The focus groups included participants who at some point in the past had irregular immigration status. They liked the interviewer's clarifications that “social security number will not be asked,” “information will not be shared with the immigration police,” and “your information will be protected regardless of your status.” Other participants did not like this because they felt that this wording indicates that the person that the interviewer is talking to is an undocumented person. However, those with past irregular immigration status [K2-P10, K5-P2] strongly agreed that that small clarification would give participants peace



of mind and help encourage respondents who have fear or mistrust of the government. These participants also commented that showing the confidentiality assurance for protection of personal information in the written materials would look more trustworthy. Excerpt 31 illustrates these points.<sup>6</sup>

Excerpt 31. [K2 Lines 1055-1062]

P10: *There is WIC and people would get WIC benefits regardless of your citizenship status. Even, it's more common that people without proper documents get WIC benefits. But anyway, that's what you get regardless of your status. When we came to the U.S., we did not have proper documents, and we received WIC benefits. At the time, we were so worried if it's okay to receive the WIC benefits and wondered if it would affect our plan to obtain permanent residency in the future. In the WIC office, they explained that this information would never be shared with the immigration office. Outsiders may think that that kind of words would not be of any help. But those specific words really relieved me a lot at that time and I was able to trust that.*

As previously described in the discussion of the *Unaware* video, one participant [K3-P3] pointed out that the interviewer should explain why she made a visit—because the respondent did not send the questionnaire back by mail. This comment was repeated when discussing multiple videos and other topics (i.e., messages that encourage census participation) in three groups (K3, K4, K6).

Several participants in Groups K4 and K5 wondered what kind of questions are included in the census form. After the moderator's clarification that "name" and "date of birth" are also asked, a few participants in Group K4 (a younger, bilingual group) were surprised and pointed out that the interviewer did not clarify that. Excerpt 32 shows such reactions. However, it is noteworthy that such sensitive reactions were not observed in Groups K5 (an older, bilingual focus group) or K3 (a younger, monolingual group). Therefore, these reactions could be outliers. One participant [K3-P3] mentioned that the collection of name and age is voluntary.

Excerpt 32. [K4 Lines 891-931]

P11: *Oh... but the interviewer didn't ask for the name but said she needs to know how many people were living here...*

P7: *[Interrupts P11] She only talked about sex and age.*

P11: *Yeah, she didn't say anything about the name.*

M: *Is it different if she asked for the name?*

P1: *Of course. For instance, if the name and the telephone number is exposed...*

M: *But there are many people having the same name.*

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<sup>6</sup> This comment was made when discussing the messages that encourage participation, but it is shown here to show the undocumented participants' opinions at once.

- P1: *Oh... but if you know where you live and what your name is...*
- P7: *If you know the name ...*
- P11: *The address... the interviewer asked if you live in this address multiple times. Then if you tell your name, how old I am, how many people live here, who lives together... I think asking the information over and over sounds really...*
- P7: *I think it is ok when you don't ask for the name and just ask for sex and age. That's not personal information, right?*
- M: *Okay, sex and age are not personal information?*
- P7: *But if you have to include your name, do you have to give your legal name?*
- M: *Yes.*
- P7: *So I cannot say that I am Jose Kim {Note: P7 provided a fake name}?*
- Group: *Hhh.*
- P7: *Then this is all personal information.*
- M: *Yes, you're right. This is all personal information, so they tell you that you are protected by law.*
- P11: *But the U.S. is very sensitive about personal information, and this is a bit too much...*
- P7: *I think people who have trouble with their status {Note: immigration status} will hesitate a lot.*

When asked whether they would participate after this conversation if they were the respondent in the video, about half of the participants said they would because of the legal duty, the interviewer's persuasive efforts to convince the respondent, and her responses attributing the reasons for heavy traffic and crowded schools to the respondent's nonparticipation. However, the other half said they would not participate because the participant in the video seemed very private, and the information presented to the respondent was not that useful but just lengthy.

#### *Reaction to Culture-Specific Interaction Features*

No specific cultural issues were discussed during the focus group discussion of this video.

#### **4.3.2 Group-Specific Findings: Monolingual vs. Bilingual Groups**

One slight difference was observed between the monolingual and bilingual groups. Most of the participants in the monolingual groups seem not to be concerned about the interviewer's behavior. For example, several participants in Groups K1 and K2 thought highly of the interviewer's detailed explanations, saying the interviewer provided good explanations and answered all the questions that the respondent asked. However, the participants in the bilingual groups had more negative comments about how the interviewer talked (i.e., her

explanations were too long, she was not interactive) and specific lines that the interviewer said.

## **4.4 Low Engagement**

The *Low engagement* video depicts a Korean-speaking Census interviewer talking to a Korean-speaking respondent who is aware of the ongoing census but is unwilling to participate because of disinterest or lack of motivation to do so. This section summarizes findings from the focus group discussion on how the Korean-language focus group participants perceived and reacted to that video. Key findings include participants' reactions (both positive and negative) to the interviewer's verbal and nonverbal behavior, to key census messages, and to culture-specific features in the interaction.

### **4.4.1 Summary of Findings**

#### *Reaction to Interviewer's Nonverbal Behavior and Appearance*

Because this is the last video reviewed in the focus group, and the same interviewer appeared in two previous videos (*Unaware* and *Fear/Mistrust of government*), participants' reactions were minimal. Participants may have felt that they had already provided similar feedback, and the moderator may have allotted less time for this video.

Overall, most participants commented that the interviewer dealt with the situation well and worked hard to gain cooperation from the respondent, while providing thorough explanations. The participants commented that the interviewer was kind and patient, and did not lose her temper while dealing with the reluctant respondent.

One participant in Group K5 commented that the interviewer should not touch her hair when communicating, as it could distract the respondent. Another participant in Group K4 suggested maintaining appropriate eye contact, although she acknowledged that the amateur actor playing the role of the interviewer may have had difficulty remembering the lines.

#### *Reaction to Interviewer's Verbal Behavior (Words Used, Tone, etc.)*

A few participants [K2-P10, K1-P8] noticed that the interviewer took a different approach in this video and said that they liked the fact that she mentioned the 10-minute time burden earlier than in the other videos and emphasized that census participation is easy and simple.

Although most of the participants did not have negative comments about the interviewer's verbal behavior, several participants in Group K2 thought that the interviewer was too persistent because the respondent seemed busy, but the interviewer seemed unwilling to leave without completing the survey. Another participant [K4-P7] also commented that the interviewer should have given the respondent the option to do it later in case the

respondent was busy. Two participants in Group K6 also reacted negatively to the interviewer's approach, saying that the interviewer was not responsive to what the respondent said.

On the moderator's request to provide some other options to address respondents' reluctance to complete the census with the interviewer, the participants recommended "filling out the census form and mailing it back" or "making an appointment for a future visit." However, when the moderator clarified why interviewers should try to complete it during their visits, the participants understood.

This criticism about ignoring the respondent's response was somewhat shared by another participant in Group K5. This participant [K5-P1] felt that the interviewer's words were rote and thought the interviewer acted like a robot reciting what she has to say, just following her training manual. She said the interviewer should be more enthusiastic and speak with confidence to persuade reluctant respondents. Excerpt 33 illustrates this participant's opinions.

Excerpt 33. [K5 Lines 1232-1244]

P1: *To me ... I understand that this is a drama and the interviewer in the video is not a real Census interviewer but just an actor who plays the role. Still, she is so spiritless when she talks. She just memorized the lines and says them, but I feel like I'm talking with a talking doll. It's hard to get persuaded by a person talking like that. Nothing she said came from her own heart. And about developing community, community development is for you, when she said it, she was so emotionless. I'm not saying that she had to say it like ... [waves a hand in the air back and forth as if an enthusiastic speaker] with some force, but she should have emphasized that talking about the community development is for your interest, and for your own children's interest, and thus is directly related to you ... If not so enthusiastically, but to some extent, she should say "이게 얼마나 중요한 자료인지 선생님은 지금 모르십니다. 꼭 해주셔야지..." (You don't know how very important the data is. Your participation is so very necessary...) Whew ... she should've done it at least this way.*

As with the reactions to the *Fear/Mistrust of government* video, some participants did not like the way that the interviewer confirmed the address. Several participants in Group K4 were bothered because the interviewer asked about the address several times. One participant felt that the interviewer asking about the specific address implied that the householder was hiding something. This comment was echoed by a few other participants. To avoid such negative impressions, participants suggested asking, "Do you live here?" instead of asking for the exact address like is shown in the video. They also suggested adding an additional sentence to smooth the conversation, such as 먼저 확인 한번 할게요 (I need to confirm this first), rather than asking the address question out of blue.

## Excerpt 34. [K4 Lines 1323-1334]

- P1: *It feels like.... 확인하는 기분 (confirming)?*
- M: *Aha ...*
- P?: *Yes, the interviewer double and triple checked the address, right?*
- P5: *Yes... it feels like... if you watch movies or soap operas... People come and ask "Are you XXX living in this address?" and arrest the person. Hhh.*

When discussing their reaction to the interviewer's statement, 좀 도와 주세요 (please help me), some deviations across the groups were observed. Although the participants in Group K3 liked the interviewer's friendly and positive attitude, one participant [K3-P3] thought that the interviewer would be "lowering herself" when she said 해주세요, 도와주세요 (please help us). This participant thought that it does not give the interviewer much power to persuade the respondent and suggested saying 하셔야 합니다 (you should do it). Another participant [K3-P7] agreed and said the interviewer should clarify that she came because the respondent did not respond by mail to add some pressure. However, the participants in Group K6 had quite different reactions. A few participants in Group K6 particularly liked the interviewer ended with a plea 저를 좀 도와 주세요 (please help me). They thought that Koreans are likely to say yes to such personal requests as shown in Excerpt 35.

## Excerpt 35. [K6 Lines 1226-1240]

- P9: *I felt good when the interviewer said "저를 좀 도와주시겠어요?" (Could you please help me?) toward the end of the video.*
- M: *Oh, you did?*
- P9: *Instead of forcefully saying this is something you must do, she seemed to say "제가 선생님하고 같이 이거를 꼭 해야되요. 저도 좀 도와주세요" (Sir, I really need to do this together with you. Please help me). I liked it because it was not forceful or oppressive, she said it softly, modestly.*
- M: *What do other people think?*
- P6: *We Koreans are... we cannot say no when someone ask you something very politely. So like you said [Pointing to P9], if the interviewer makes a request in that soft tone, most people would do it unless they really don't have time.*

*Reaction to Key Messages*

As with the previous videos, participants did not have any issues with understanding the key messages included in the video; they all were clear, easy to understand, and culturally appropriate and sounded natural.

Most participants also agreed that the interviewer did a good job explaining what the census is about and its importance. However, these detailed explanations were not always positively received by all the participants. One participant [K3-P8] thought the interviewer's

detailed explanation was unnecessary, as they would know about that general information already through a massive public media campaign. This participant thought that the interviewer should clarify why the interviewer had to make a visit, and another participant agreed. This participant's point is illustrated in Excerpt 36.

Excerpt 36. [K3 Lines 945-950]

P8: *In all videos, the interviewer tries to explain the fundamental principles of the census, but I think this is unnecessary because they will know about the census due to the massive advertisement through public media. I don't think there will be anyone who doesn't know about the census. Just simply say that I came because we sent the questionnaire but you didn't answer, this is it!*

P?: *I also want the interviewer to say that first.*

As in the discussion of the previous videos, several participants in Group K1 suggested using materials showing real examples about how the statistics from the previous census were used (i.e., based on the count of student population, a new school was built in this area).

The participants in Group K1 also thought that mentioning the legal responsibility would help make the Korean-language respondents participate. But as previously described in discussing other videos, they also thought that the way it is delivered to respondents would be critical, as the message itself is intimidating, limiting people's freedom of choice about whether to participate. Because of this, they suggested delivering this message in a friendly manner.

The participants in Group K4 provided useful comments about specific messages that address the respondent in the video, who seemed only to care about himself. One participant [K4-P3] commented that emphasizing general, insignificant benefits would not be effective. To motivate this person, one participant [K4-P7] suggested having an approach to make the Korean community stand out by saying, "여러분이 이걸 안 하면 뭐 멕시코한테 이런 베네핏이 넘어간다" (If you don't do it, the benefits we could have gotten will go to, say Mexicans). Another participant [K5-P1] echoed this comment by saying, "I would say that the benefits could go to another ethnic community if you don't participate. It really is a direct blow that makes people participate."

Another participant [K5-P6] suggested emphasizing that the respondent cannot avoid participating. These reactions are shown in Excerpt 37.

Excerpt 37. [K5 Lines 1271-1300]

P6: *Or, you can bug him more. "지금 안 하면 나중에 다른 사람이 또 온다. 그때도 안 하면 또 다른 사람이 또 온다" (If you don't do it now, another person will come another time. If you still don't do that, then another person will come back again), again, again...*

- Group: *Hhh.*
- P6: *Then the people would just do it. Saying I'd rather do it now.*
- P5: *Feeling “매도 먼저 맞아라” (get the first slap if you will be slapped anyway)*  
*{Note: “매도 먼저 맞는게 낫다” (It’s better to get the first slap) is an old Korean proverb meaning it’s better to do it now if you cannot avoid doing it anyway.}*
- P4: *This can be a way!*
- M: *In fact, they will come again.*
- Group: *Hhh.*
- M: *Does everyone think it is a good idea?*
- Group: *[Immediately] Yes!*
- P7: *Definitely. Once you say it, the respondent will think let’s get the first slap as I’ll get slapped anyway.*
- P6: *That respondent in the video said he is busy, but it’s an excuse. He just doesn’t want to do it because it’s cumbersome.*

#### *Reaction to Culture-Specific Interaction Features*

No specific cultural issues were discussed during the focus group discussion of this video.

#### **4.4.2 Group-Specific Findings: Monolingual vs. Bilingual Groups**

No clear pattern of differences was observed between the monolingual and bilingual groups.

### **4.5 Summary of Overall Reaction across the Four Videos**

#### **4.5.1 Most Encouraging Messages**

Discussions across the four videos suggest that most key census messages worked well for the Korean participants. The messages are clear, are culturally appropriate, and sound natural in Korean. The participants did not have any difficulties understanding the messages. There is a clear pattern of preference among the six groups regarding which messages motivate Korean-speaking respondents to participate in the census.

All six groups mentioned “benefits of the census data to local communities” as the most encouraging message. The participants agreed that the benefits should be specific and tangible. For example, some participants in Groups K3 and K4 suggested mentioning a specific area and an example of development in the area from past census statistics to show real benefits to Koreans, and this was welcomed by many other participants in the groups.

The next most frequently mentioned message that encourages participation was the legal requirement for census participation, and it was mentioned in five groups (K1, K2, K3, K4, K6). Many participants across the focus groups thought that the legal responsibility would be the most effective message in making Korean-speaking respondents participate.

However, several participants strongly disliked mentioning the legal requirement, as shown in Excerpt 38. They agreed that this information should be delivered cautiously in a friendly manner after explaining the full benefits first to avoid negative side effects, considering that contextual information is extremely important in Korean culture and language.

Excerpt 38. [K4 Lines 1271–1300]

P7: *If I am in that situation and the interviewer says this is your duty so you must do it, then I will say, "No, I will not do it." Then, I will ask, "So if I don't do this, what will you do? Will you sue me? Then I will hire a lawyer." If the conversation goes like this, then I will never do the survey. No, I won't.*

Confidentiality assurance for protection of personal information was mentioned in three groups (K1, K2, K4) as one of the messages to encourage census participation. The participants mentioned that this information should appear in the written materials to gain trust from the respondents.

Furthermore, participants in several groups suggested the following concrete messages be used to encourage Korean speaking respondents' census participation:

- 우편으로 조사를 몇 번이나 요청했었는데, 아직 참여를 안한 걸로 나와서요. 제가 이렇게 나왔습니다 (Even though we have mailed many surveys, you have not responded, and that's why I am here today.) (K3)
- 지금 참여 안하시면 또 다시 제가 방문하게 됩니다 (We will visit you again if you do not participate now.) (K2, K5, K6)
- 제발 좀 도와주시면 안될까요? (Could you please help me?) (K4, K6)
- 한국 분들이 참여를 안하시면, 한국사람들이 받을 수 있는 혜택들이 다른 민족들한테 다 가버려요 (If Koreans don't participate, the benefits that you may receive could go to other ethnic groups.) (K5)
- 이웃집 분들도 하셨어요! (Your nextdoor neighbors did it too!) (K6)
- 좀 있으면 끝나는 거라 서두르셔야 해요. 다른 분들은 이미 다 하셨어요 (There is no time to lose as the deadline is coming. You are the only one who did not do it yet.) (K6)

One participant in Group K4 disliked "please help me" because this phrase made her wonder whether she should or not. This reaction was shared by two participants in Group K3 when discussing the interviewer's verbal behaviors in the *Low engagement* video. However, the rest of the Group K4 participants felt that saying "please help" would work well, especially with elderly Koreans. All participants in Group K6 also liked this phrasing, citing this as the most encouraging message to boost Korean-speaking respondents' participation.



The last two suggestions may not be appropriate for confidentiality and ethical reasons, but the idea is that it would create a sense of urgency, showing that everyone should be helping.

#### **4.5.2 *Most Common Concerns or Reasons to Refuse to Participate in the Census***

There is also a clear trend among all six groups regarding the Korean-speaking respondents' concerns or reasons for refusing to participate in the census. The most frequently mentioned reason preventing Korean-speaking respondents from participating in the census was not having legal status in the United States (i.e., undocumented immigrants), and it was mentioned in five groups (K1, K2, K3, K4, K5). The second most frequently discussed reason for refusal was low motivation. Because no substantial benefits seem to be given to respondents, they tend to keep delaying census participation and end up not participating. This was mentioned in four groups (K2, K3, K4, K5).

Among all the reasons, being undocumented seems the most serious reason for Koreans to refuse to participate in the census. Participants thought it would be difficult for the interviewer to overcome these concerns because there is only limited time at the doorstep, and they thought these issues could be better handled in other ways (i.e., public campaigns).

Additional insights about shift in perception and reaction to census messages over time can be viewed in **Appendix I**.

### **4.6 Recommendations**

Based on these findings, we have two sets of recommendations. The first set is on the *Language barriers* situation, and the second set is on the three mindsets. The *Language barrier* situation is different from the other three and is therefore treated as a separate item in the recommendations.

#### **4.6.1 *Recommendations for the Language Barrier Situation***

##### *Interviewer Behavior and Appearance*

The interviewer's attire is identified as a crucial factor in winning trust from a non-English-speaking respondent at the doorstep. If the interviewer's attire looks official enough, it would be more likely to ease the respondent's fear of opening the door to a stranger, as the fear mostly comes from safety concerns or concerns about the legitimacy of the Census interviewer. Therefore, we recommend designing a vest, cap, or t-shirt with the Census Bureau logo on it. The Census Bureau logo should be large enough to be seen and prominently placed.

When the interviewer figures out that the respondent cannot speak English, we recommend the interviewer speak more slowly (but not too slowly and without raising his or her voice) and emphasize key words.

#### *Placement of Korean in the Language Identification Card*

The current placement of the Korean language was not a major issue for the focus group participants because they reported remembering where the respondent found the Korean language in the *Language barrier* video and referred to that when they tried to locate the Korean language. They said it could have been difficult to locate the Korean language if they did not know that information. As a result, we recommend presenting the languages according to the size of population that speaks the language in the United States.

#### **4.6.2 Recommendations for the Unaware, Fear/Mistrust of Government, and Low Engagement Mindsets**

For all three mindsets (*Unaware, Fear/Mistrust of government, and Low engagement*), we propose the following:

- One standard set of instructions for the interviewers that includes culturally appropriate nonverbal behavior and appearance.
- One standard opening statement that includes all crucial messages expressed in a culturally appropriate manner.
- Additional messages that might be most useful to address different types of mindsets or concerns. All these messages should be tailored to reflect each respondent's interest based on the respondent's reactions and characteristics. Specific examples are below (see Exhibit 4.1).
- There is no certain or desirable order of the messages; however, protecting personal information and time burden (10 minutes to complete the census) should be communicated earlier because it's a concern shared by most people.
- Add appropriate verbal reactions to show that the interviewer is listening, such as *아, 그렇군요* (Yes, I see).
- Keep in mind that how things are said is more important than what is said. For example, talking about a legal duty can be intimidating, but if it is explained in a very friendly way, that would not lead to negative reactions.

**Exhibit 4-1** is a summary of these recommendations.

## Exhibit 4-1. Summary of Korean-Language Recommendations for the Mindsets of Unaware, Fear/Mistrust of Government, and Low Engagement

### 1. Interviewer's nonverbal behavior and appearance

Appearance	<p>In addition to what is described in the current video scripts, include the following:</p> <ul style="list-style-type: none"> <li>▪ Wear a vest, cap, or t-shirt with the Census Bureau logo on it.</li> <li>▪ Do not wear excessive jewelry or make-up.</li> <li>▪ Be tidy (i.e., use a hair pin or tie hair to look neat).</li> </ul>
Verbal and nonverbal behavior	<ul style="list-style-type: none"> <li>▪ Hold the ID card for 10 seconds.</li> <li>▪ Ring the doorbell and step back.</li> <li>▪ If there is no doorbell, knock on the door lightly and step back.</li> <li>▪ If the respondent invites the interviewer to enter the house and the interviewer must decline, do so graciously, saying, "너무 죄송하지만 규정상 들어갈 수가 없습니다" (I am terribly sorry, but according to our policy, I am not supposed to go inside).</li> <li>▪ If the respondent offers food/drink and the interviewer must decline, do so graciously, as above.</li> <li>▪ Maintain friendly and respectful attitude at all times.</li> <li>▪ Add appropriate verbal reaction to show the interviewer is listening and engaging, such as 아 그렇군요 (Yes, I see).</li> <li>▪ Maintain proper speed, volume, and tone when speaking.</li> <li>▪ Maintain eye contact, but do not fix your gaze as if you were staring.</li> <li>▪ Do not touch hair or other body parts when interacting with the respondent.</li> </ul>

(continued)

## Exhibit 4-1. Summary of Korean-Language Recommendations for the Mindsets of Unaware, Fear/Mistrust of Government, and Low Engagement (continued)

### 2. Standard opening statement (for all three mindsets)

After the respondent answers the doorbell, the interviewer states the following in all situations:

Korean	English
<ul style="list-style-type: none"> <li>▪ GREETING 안녕하세요. 잠시 실례 좀 하겠습니다.</li> <li>▪ IDENTIFICATION 저는 미국 인구 조사국에서 일하는 [FULL NAME] 입니다. 여기 제 신분증이구요.</li> <li>▪ PURPOSE OF VISIT 미국 인구 조사국은 현재 전국적으로 센서스 인구 조사를 실시하고 있습니다. 조사 협조를 구하는 우편물을 보냈었는데, 참여하지 않으셔서요. 조사를 도와드리려고 나왔습니다.</li> <li>▪ ADDRESS VERIFICATION [After the interviewer checks the address by sight] 여기 사시는 분이신가요?<sup>7</sup></li> <li>▪ BURDEN: 센서스 질문은 아주 쉽고, 10 분 밖에 걸리지 않습니다.</li> <li>▪ CONFIDENTIALITY: 선생님의 프라이버시와 개인 정보 역시 법에 의해 보호되구요. 여기 보시면 관련 정보가 자세히 나와 있습니다. [Show the Security Warning Card]</li> <li>▪ MANDATORY [communicate in a friendly manner] 센서스는 시민권 여부나 체류 상태에 상관없이 미국에 사는 모든 사람의 수를 세어야 합니다. 그래서 시민권자가 아니더라도, 미국에 사시는 한, 법에 의해 참여할 의무가 있습니다.</li> <li>▪ FUTURE VISIT 이거 하기 싫다고 피할 수 있는게 아니예요. 조사를 마치실 때까지 저나 다른 조사원이 계속 찾아와요. 그러니까 지금 하시는 게 나아요.</li> </ul>	<ul style="list-style-type: none"> <li>▪ GREETING Hello. Excuse me for a minute.</li> <li>▪ IDENTIFICATION I am [FULL NAME] from the U.S. Census Bureau. Here is my ID.</li> <li>▪ PURPOSE OF VISIT Right now, the U.S. Census Bureau is currently conducting a nationwide census. We sent the mailing to ask for your cooperation but you have not responded. So, I am here to help complete it [the form].</li> <li>▪ ADDRESS VERIFICATION Are you the one who lives here?</li> <li>▪ BURDEN: Census questions are very easy and it only takes about 10 minutes to complete it [the form]</li> <li>▪ CONFIDENTIALITY: Your privacy and personal information will also be protected by law. If you read this, you can find relevant information in more detail. [Show the Security Warning Card]</li> <li>▪ MANDATORY [communicate in a friendly manner] The census needs to count everyone who lives in the U.S. regardless of their citizenship or immigration status. So even if you are not a U.S. citizen, you have a legal responsibility to participate as long as you live in the U.S.</li> <li>▪ FUTURE VISIT This is not something that you can avoid. I or another interviewer will come again until you complete it. [the form]. So, it is better to do it now.</li> </ul>

(continued)

<sup>7</sup> If the interviewer must state the exact address to comply with the census procedure, we suggest using “먼저 확인 한번 할게요” (I need to confirm this first). “355 Main Street 에 사시는 게 맞지요?” (You live at 355 Main Street, right?) to sound more natural.

### Exhibit 4-1. Summary of Korean-Language Recommendations for the Mindsets of Unaware, Fear/Mistrust of Government, and Low Engagement (continued)

#### 3. Additional messages that might be most useful to address different concerns or mindsets

If the respondent shows unawareness of the U.S. census, fear or mistrust of the government, or low engagement in civic duties, the interviewer can use the following messages after the opening statement to address each type of concerns:

Korean	English
<ul style="list-style-type: none"> <li>WHAT IS THE CENSUS 미국 정부에서는 10 년에 한번씩 미국 내에 살고 있는 모든 사람들의 수를 세는 센서스 인구조사를 실시하고 있습니다. &lt;&lt;MIGHT BE MOST USEFUL FOR UNAWARE&gt;&gt;</li> <li>IMPORTANCE OF CENSUS AND USE OF CENSUS DATA 이 정보를 사용해서 각 지역사회가 필요로 하는 여러 서비스에 대한 정부 지원을 공평하게 결정하게 됩니다. 그래서 정확한 인구 수를 세는 것은 아주 중요해요. &lt;&lt;MIGHT BE MOST USEFUL FOR UNAWARE MINDSET&gt;&gt;</li> <li>CENSUS QUESTIONS 센서스 설문은 굉장히 쉬워요. 몇 명이 이 집에 살고 있는지, 성별이나 나이 같은 아주 기본적인 질문들이예요. 많은 분들이 우려하시는 체류 상태나 소셜 시큐리티 같은 민감한 개인 정보는 여쭙지 않습니다. &lt;&lt;MIGHT BE MOST USEFUL FOR FEAR/MISTRUST AND UNAWARE&gt;&gt;</li> <li>CONFIDENTIALITY WITH STATISTICAL USAGE 저희가 수집하는 자료들은 모두 합쳐져서 통계 수치로만 사용되기 때문에 개인이 어떤 응답을 했는지 알 수가 없어요. 그래서 선생님의 응답과 신상 정보는 철저히 비밀로 보호되고, 외부로 공개되지 않습니다. &lt;&lt;MIGHT BE MOST USEFUL FOR FEAR/MISTRUST&gt;&gt;</li> </ul>	<ul style="list-style-type: none"> <li>WHAT IS THE CENSUS Every 10 years, the U.S. government conducts a population census to count everyone who is living in the U.S. &lt;&lt;MIGHT BE MOST USEFUL FOR UNAWARE&gt;&gt;</li> <li>IMPORTANCE OF CENSUS AND USE OF CENSUS DATA Government funding that supports various services that each local community needs will be determined fairly according to the census results. So accurately counting people is very important. &lt;&lt;MIGHT BE MOST USEFUL FOR UNAWARE MINDSET&gt;&gt;</li> <li>CENSUS QUESTIONS The census questions are very simple. We just ask how many people live here and some basic information about them, such as their sex and age. We don't ask about sensitive information such as immigration status or social security numbers that many people are concerned about. &lt;&lt;MIGHT BE MOST USEFUL FOR FEAR/MISTRUST AND UNAWARE&gt;&gt;</li> <li>CONFIDENTIALITY WITH STATISTICAL USAGE The data we collect will be grouped together and used as a statistical number so (people) cannot know which individuals answer what. So your response and personal identifying information would be kept strictly confidential and will not be disclosed outside [the Census Bureau]. &lt;&lt;MIGHT BE MOST USEFUL FOR FEAR/MISTRUST&gt;&gt;</li> </ul>

(continued)

**Exhibit 4-1. Summary of Korean-Language Recommendations for the Mindsets of Unaware, Fear/Mistrust of Government, and Low Engagement (continued)**

**3. Additional messages that might be most useful to address different concerns or mindsets (continued)**

Korean	English
<p>▪ CONFIDENTIALITY WITH LEGAL RESPONSIBILITY 미국 인구 조사국은 개인의 프라이버시를 존중하고 개인 정보를 철저히 보호합니다. 저를 포함한 인구 조사국의 모든 직원들은 개인 정보 보호에 대한 선서를 했구요. 만약 개인 정보가 누설된다면, 제가 감옥형이나 벌금형 등의 법적 책임을 져야 합니다. &lt;&lt;MIGHT BE MOST USEFUL FOR FEAR/MISTRUST&gt;&gt;</p> <p>▪ OVERALL BENEFITS OF CENSUS DATA 조사에 참여하셔야 정부가 가장 필요로 하는 곳에 적합한 지원을 해 줄 수 있어요. 예를 들어, 인구 조사에서 이 지역에 사는 사람 수가 늘었다는 결과가 나오면, 그와 관련한 연방 예산이 책정되요. 그걸로 학교나 도로, 병원, 지역 복지 센터를 짓기도 하고, 아동을 위한 서비스 개선도 하구요. 참여를 안하시면, 정부는 각 지역의 사람들이 필요로 하는 것에 대한 정보가 없으니, 관련 예산을 책정할 수가 없습니다. &lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT AND UNAWARE&gt;</p> <p>▪ EMPHASIZING THE BENEFITS TO THE KOREAN COMMUNITY 이 조사에 참여하시는 게 선생님과 한인 사회에 큰 도움이 됩니다. 한국인 참여가 높아질수록 한인 사회가 연방 정부에서 지원금을 더 많이 받을 수 있어요. &lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT AND UNAWARE&gt;</p> <p>▪ TAILORED BENEFITS (YOUNG PARENTS) 이 지역에 학령기 아동이 많다는 결과가 나오면, 아이들을 위한 연방 예산이 책정 되고요. 그걸로 학교나 놀이터 같은 시설을 짓기도 하고, 관련 서비스 개선도 가능해져요. &lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT&gt;&gt;</p>	<p>▪ CONFIDENTIALITY WITH LEGAL RESPONSIBILITY The U.S. Census Bureau honors privacy and strictly protects confidentiality. All staff of the Census Bureau, including me, took an oath about personal information protection. In the case of information being divulged, I will take any legal responsibility, such as serving a jail term or paying a fine. &lt;&lt;MIGHT BE MOST USEFUL FOR FEAR/MISTRUST&gt;&gt;</p> <p>▪ OVERALL BENEFITS OF CENSUS DATA The government can support the area where it is needed most. For example, if the census results say there is a large population increase in this area, federal funding to support the population will be allotted. Likewise, they can build schools, roads, hospitals, community centers, and improve service for children. If you do not participate, the government does not have information about what people in each area need and therefore cannot allocate the appropriate budget. &lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT AND UNAWARE&gt;</p> <p>▪ EMPHASIZING THE BENEFITS TO THE KOREAN COMMUNITY Your participation greatly helps you as well as the Korean community. When more Koreans participate, it will help the Korean community get its fair share of federal funding. &lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT AND UNAWARE&gt;</p> <p>▪ TAILORED BENEFITS (YOUNG PARENTS) If the census results demonstrate that there is a population of school-aged children, federal funding for children could be allotted. Likewise, they could build facilities such as schools and playgrounds and improve services for children. &lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT&gt;&gt;</p>

(continued)

**Exhibit 4-1. Summary of Korean-Language Recommendations for the Mindsets of Unaware, Fear/Mistrust of Government, and Low Engagement (continued)**
**3. Additional messages that might be most useful to address different concerns or mindsets (continued)**

Korean	English
<ul style="list-style-type: none"> <li>▪ TAILORED BENEFITS (ELDERLY CITIZEN) 이 지역 노인 인구가 많다는 결과가 나오면, 노인 서비스를 위한 연방 예산이 책정되고요. 그걸로 지역 복지 센터나, 노인을 위한 시설이나 병원을 지을 수도 있고, 관련 서비스 개선도 가능해져요. &lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT&gt;&gt;</li> <li>▪ TAILORED BENEFITS (KOREANS) 이 지역에 한인이 많다는 결과가 나오면, 한인을 위한 연방 예산이 책정되고요. 그걸로 한인 복지 센터나 한국 학교를 지을 수도 있고, 한인을 위한 서비스 개선도 가능해져요. &lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT&gt;&gt;</li> </ul>	<ul style="list-style-type: none"> <li>▪ TAILORED BENEFITS (ELDERLY CITIZEN) If the census results demonstrate that there is a large senior population, federal funding for senior service could be allotted. Likewise, they could build facilities such as senior centers or hospitals, and improve service for seniors. &lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT&gt;&gt;</li> <li>▪ TAILORED BENEFITS (KOREANS) If the census results demonstrate that there is a large Korean population, federal funding for Koreans could be allotted. Likewise, they could build facilities such as Korean community centers or Korean schools and improve service for Koreans. &lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT&gt;&gt;</li> </ul>

**4.6.3 Recommendations to Avoid Ineffective Verbal and Nonverbal Messages and Behaviors**

We recommend that the interviewers avoid verbal and nonverbal messages and behaviors that would alienate the respondents. Discussions across the four video scripts show that it is less desirable when the interviewer exhibits the following verbal and nonverbal behaviors:

- Standing too close to the respondent by stepping into the house or the doorway where the respondent is positioned
- Flashing the ID card too fast, meaning allowing for less than 10 seconds or so
- Speaking without active listening (giving lots of information and not noting respondents may have questions)
- Speaking too robotically, as if reciting from a script
- Avoiding eye contact
- Touching body parts (i.e., hair) when talking to the respondent

The following messages or presentation of messages are perceived as less effective, and we recommend that interviewers avoid or minimize them if possible:

- The address verification question, which specifically says “Do you live at [address]?” sounded strange or even offensive. Our recommended standard statement in **Section 4.6.2** shows alternative ways to ask this question.
- The time burden statement should be stated earlier in the interview.
- The legal requirement for census participation should be communicated in a friendly manner.



## 5. FINDINGS FROM VIETNAMESE-LANGUAGE FOCUS GROUPS

In this chapter, we report findings from the Vietnamese-language focus groups, summarizing their reactions to the four video. Findings are presented in the order of the video reviewed and discussed in the focus groups: *Language barrier*, *Unaware*, *Fear/Mistrust of government*, and *Low engagement* mindsets. For each video, we document findings in terms of focus group participants' reactions to the interviewer's nonverbal behavior and appearance, verbal behavior, key messages, and culture-specific features. We also summarize major issues and concerns that emerged from the group discussions. To facilitate transparency in the reporting of the analysis, transcript excerpts are accompanied by their focus group ID number, as specified in **Exhibit 2-5** in the Methods chapter.

### 5.1 Language Barrier

The *Language barrier* video depicts an interaction between an English-speaking Census interviewer and a Vietnamese-speaking respondent. In language barrier situations, Census interviewers try to identify the language spoken by the respondent and to obtain a phone number for future contact by another interviewer who speaks the respondent's language by using the Census Language Identification (ID) Card. Hence, in this video, use of the Language ID Card is an important feature of the interaction.

This section summarizes how the participants in the Vietnamese-language focus groups perceived and reacted to the video. Participants' reactions to the feasibility and usability of the Language ID Card are also summarized in this section.

#### 5.1.1 Summary of Findings

##### *Reaction to How the Interviewer Handled the Situation*

Most participants in all six focus groups reacted positively to how the English-speaking Census interviewer handled the encounter with a Vietnamese monolingual respondent. Many of them were impressed by how the interviewer tried everything he could do to help the respondent understand the purpose of the visit, without appearing intimidating. According to the participants, Vietnamese monolinguals are often wary of strangers, and even more so when the stranger does not speak Vietnamese. Excerpt 1 shows this opinion.

Excerpt 1. [V2 Lines 88–93]

P11: *He's nice, he smiled to be friendly with that Vietnamese respondent. That's good about him, because normally when people see strangers, they'll lock the door, they don't want to open the door. They don't want to have contact with the person outside. That's the problem. Normally they don't want talk to strangers. Especially the elderly. They don't know ... they don't know English so they don't want to have any contact with strangers.*

In this sense, patience is one of the most important traits of an interviewer when interacting with monolingual Vietnamese speakers. When describing what they liked about the interviewer, participants frequently used phrases such as “patient” (V1, V2, V3, V5, V6), “polite” (V1, V3, V5), “friendly” (V1, V2), “making the respondent feel at ease” (V1, V6), and “persistent” (V2, V3). To the participants, the interviewer did a great job because he was not deterred by the language barrier, was patient with the participant while always smiling, and did not mind using body language to help the respondent understand the situation. One participant [V2-P1] commented that the interviewer showed *lương tâm nghề nghiệp* (professional integrity). Excerpt 2 summarizes this reaction.

Excerpt 2. [V5 Lines 255–265]

P1: *He is very patient and slowly instructs the homeowner by going through each language and flipping each page. He guided and asked the homeowner to make sure that they were at ease. With short-tempered people, they would be scared and easily give up, after asking questions and having this lady refuse {Note: referring to respondent}.*

*[P2, P9, and P10 smiling]*

P1: *This gentleman was very patient to flip the pages to the very last minute, until the lady saw Vietnamese and said OK {Note: Uttered in English: OK}.*

Only a few participants had negative comments on the interviewer’s behavior. One participant [V1-P3] felt the interviewer spoke too quickly and suggested slowing down his speech when he noticed the respondent does not speak English. Two participants in Group V4 [V4-P1, V4-P3] commented that the interviewer flipped the Language ID Card too fast, without giving the respondent enough time to read its contents. Another participant [V4-P3] commented that the interviewer should have approached the respondent more cordially, such as greeting the respondent by saying, “Hello, how are you today?”

Although the reaction to the English-speaking interviewer’s performance was positive overall, some participants expressed their unease about some situations in the video: (1) opening the door to the stranger (V1, V5, V6) and (2) the respondent giving her phone number to the interviewer (V5 and V6). They thought that the video was not realistic in the first place because Vietnamese people, especially older women who are likely to be monolingual and home alone during the day, would not open the door to a stranger as readily as depicted in the video. Excerpt 3 describes this concern.

Excerpt 3. [V5 Lines 255–265]

P7: *In this scenario, the homeowner wanted to greet [the interviewer]. However, usually, when a stranger comes, a person like the ... the lady in the video has a limited ability to interact with society. So, usually, when a stranger comes, there is no way an elderly person nor a child will answer the door. This scenario was created to have the homeowner agree to greet [the stranger]. Ah, that is why it was easier, but in most situations, where someone comes*

*by himself, they {Note: referring to respondents} won't ... won't ... won't [open the door].*

There were some suggestions to convince the Vietnamese-speaking respondents to open the door to a Census interviewer. Several participants commented that the interviewer's visit needs to be coordinated ahead of time. For instance, one participant [V5-P3] wanted to receive a written notice either by mail or as a door post (e.g., a door hanger). A couple other participants suggested making an appointment before the visit. Participants in Groups V2 and V4 commented that the Census Bureau should consider ways to make some communications happen without opening the door, such as the interviewer holding a sign saying, "I am from the U.S. Census Bureau. Do you speak [LANGUAGE]?" in multiple languages. As we will discuss in the next section, a uniform with a prominent Census Bureau logo printed or an enlarged ID badge were also suggested to help identify a Census interviewer from a distance. In addition, one participant [V6-P2] suggested expanding the time of the visit to evenings and weekends, when working, younger household members would be around. This participant thought this would also reduce the number of language barrier encounters, because younger Vietnamese people are more likely to speak both English and Vietnamese.

Some participants in Groups V5 and V6 also thought the interviewer should not ask for the phone number nor should the respondent give out her phone number, because a phone number is private information. Some participants pointed out that the interviewer in the video did not explain why he would need the phone number, and even if he did, the respondent would not understand the explanation. They suggested (1) leaving the Census Bureau contact number so the respondent can contact the Census Bureau directly or (2) sending a Vietnamese-speaking interviewer directly once the language of the household was identified. The negative reaction to taking a phone number without providing explanations was mostly resolved when the participants read the content of the Language ID Card<sup>8</sup> later in the discussion, but unease about giving out the phone number seemed persistent even after they saw the Language ID Card.

### *Reaction to the Interviewer's Nonverbal Behavior and Appearance*

Many focus group participants felt that the photo ID and the bag with a big Census Bureau logo gave the interviewer legitimacy and credibility. They also liked that the interviewer wore neat clothes because it gave an impression that he is a person on official census business, not a "scammer." Excerpt 4 shows this reaction.

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<sup>8</sup> The Language ID card reads, "Hello, I'm from the U.S. Census Bureau. Is someone here now who speaks English and can help us? If not, please give me your phone number and someone may contact you in English."

Excerpt 4. [V5 Lines 207–218]

- P10: *Yes, doesn't look like a scammer, then he/she ... yeah {Note: Uttered in English: yeah}. Sometimes, Vietnamese people are scared to come out when they see strangers who look too thuggish and do not want to come out!*
- M: *How do you define looking kind?*
- P10: *You can see the way he dressed, after stepping out {Note: referring to respondent opening the door}. You can trust him. You can continue talking to him. Yes. [Smiling].*

According to participants, wearing neat business attire is important to gain trust for Vietnamese-language respondents. At the same time, in their concern about opening the door, participants also concurred that the Census Bureau logo should be clearly visible from a distance. They suggested (1) a uniform with a logo that is identical to what is on the interviewer's shoulder bag (V5, V6) and (2) a Census ID Badge that is significantly larger than its current size (V5).<sup>9</sup> The idea of a uniform and a larger photo ID were recurring suggestions for subsequent videos, indicating a clear preference for these items from the Vietnamese-speaking participants.

The interviewer's nonverbal behaviors such as doorstep manners and body language received positive feedback from participants. Several participants, especially in Group V6, felt that the interviewer was not pushy or intimidating because they saw the interviewer kept a comfortable distance from the respondent throughout the interaction and did not try to go inside. Participants in Groups V1, V3, and V4 were impressed by the interviewer's hand gestures, such as pulling out his phone to let the respondent know he wanted her phone number and letting the respondent type in her number directly on his phone. They found it considerate because this showed the interviewer did his best to communicate with the respondent without making her feel uncomfortable.

### *Reaction to the Language ID Card*

Participants in all six focus groups reacted positively to the interviewer's use of the Language ID Card to communicate with a Vietnamese-speaking respondent, even before they took a closer look at the card. They assumed that the Language ID Card contains some Vietnamese text that the respondent could understand and commented that the interviewer was well prepared for the language-barrier encounter. Not knowing the exact content of the Language ID Card, a couple of participants in Group V3 [V3-P5, V3-P8] suggested that the interviewer should bring a note in Vietnamese asking for a phone number with explanations about why this is needed. After reading the content of the Language ID Card, many participants from almost all groups (V1, V3, V4, V5, V6), including the above-mentioned

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<sup>9</sup> In the videos, we used 5.5 by 8.5 size Census badge.

participants from Group V3, liked the idea of using the Language ID Card in this situation. Excerpt 5 illustrates this reaction.

Excerpt 5. [V4 Lines 261–272]

- P4: *Rất là tuyệt vời (It's absolutely wonderful) because it has many different languages so if you are from one of these countries, you can point to your language. And the lady pointed to Vietnamese.*
- M: *Vietnamese. Anyone else has any thought?*
- P1: *[Pointed to the card] I want to say that this is correct, this is correct.*
- M: *What do you mean by this is correct?*
- P1: *What I mean is you can scan through this and look for your language and point it out so they can explain to you. I like that.*

Although most participants across the groups felt the Language ID Card would be helpful to bridge the gap between the interviewer and the respondent in the language barrier situation, some participants had different thoughts. For instance, one participant [V1-P1] commented that the simple black-and-white design made it look like a photocopy rather than a government document.

Vietnamese is listed 52 out of the 53 languages on the Language ID Card, so it appears almost at the bottom of the final page at the back cover of this material. Almost all participants of the focus group, except for those in Group V2, located Vietnamese easily despite its location. Locating Vietnamese was easy for participants because (1) some of them noticed the languages are listed alphabetically according to their English names, (2) some happened to flip the Card over and found Vietnamese on the back page, and (3) some participants remembered how the respondent and the interviewer went through all the pages in the video. In addition, Vietnamese text stood out because that is the language both monolingual and bilingual participants are most familiar with. As one participant [V1-P9] commented, “for Vietnamese people like us, it does not take much time to find our language” (V1 Lines 331–332).

Although most participants found Vietnamese easily on the Language ID Card, some participants in Groups V2, V3, V5, and V6 were skeptical about whether other Vietnamese speakers could easily find it. According to participants, people would “not want to stand outside that long” [V2-P5] to “turn so many pages” [V3-P1], because “many Vietnamese people would not have enough patience” [V3-P8]. Because Vietnamese is listed at the end of the Language ID Card, there are too many languages and pages to scan through to find Vietnamese once you open the flaps of this tri-fold card.

Participants made various suggestions to improve the usability of this card, such as (1) listing languages by frequency of use, instead of alphabetical order (V2, V5, V6); (2) increasing the font size of the language name column in the right margin of each page

(V5, V6) and adding national flags<sup>10</sup> in color next to the language name to make them better noticeable (V2); or (3) having the list of all 53 language names in the cover page so the respondent can identify the language simply by looking at the first page (V3). The third suggestion, having the list of all languages in the front cover, was liked by many participants when it was brought up in Group V3. Excerpt 6 describes this discussion.

Excerpt 6. [V3 Lines 269–292]

P9: *I have a suggestion. On the first page, there should be only one word for each language. For example, English, Vietnamese, etc. Then, when the respondent point to their language on the first page, then the interviewer will show the content of that language at the other page.*

P11: *Yes, it's very good idea!*

P1 & P3: *[Nodding in agreement, smiling]*

...

M: *[Looking P9] So, do you mean that they should add another page as the first page with all languages?*

P9: *Yes, the first page should show {the list of} all languages so people can identify their language there, only one word for each language.*

P11: *I think P9's idea is very helpful, very good! It will make easier for people to identify their language on the first page. So keep everything on this card, just adding the first page with one word for each country in the world, and people will identify their language immediately on the first page.*

P1: *[Smiling] I like that idea too.*

In addition, some participants in Groups V2 and V5 pointed out that the language name column is on the right margin of each page, which is not conventional because most text reads left to right. They commented that moving the column to the left margin makes identifying the language easier, because users can scan through the language names only, instead of scanning through text boxes written in many different languages.

### 5.1.2 **Group-Specific Findings: Monolingual vs. Bilingual Groups**

There are several differences in findings between monolingual and bilingual groups in the discussion of the *Language barrier* video that depicted the interaction between an interviewer who did not speak Vietnamese and a respondent who spoke only Vietnamese. The positive reaction to the interviewer's use of hand gestures and body language (e.g., pulling out the phone) was observed only in the monolingual focus groups (V1, V3, V4). On the other hand, concern about giving a phone number to a Census interviewer was raised by bilingual groups only (V5, V6).

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<sup>10</sup> We do not recommend using national flags to represent language for the decennial census because there is not always a permanent or apolitical link between languages and national flags.

In addition, at least two participants in each of the bilingual groups (V2, V5, V6) expressed concerns on the usability of the material in relation to the location of Vietnamese text in the Language ID Card and made suggestions to improve it. Similar comments were observed in only one monolingual group (V3).

## 5.2 Unaware

The *Unaware* video depicts an interaction between a Vietnamese-speaking Census interviewer and a Vietnamese-speaking respondent who is unaware of the U.S. census. At the end of the video, a scene shows the respondent inviting the interviewer to come into the house and offering a drink of water. This scene was added to see whether accepting the respondent's hospitality is perceived as culturally appropriate by the Vietnamese speakers.

This section summarizes how the participants of the Vietnamese-language focus groups perceived and reacted to the interviewer's verbal and nonverbal behaviors, key census messages delivered by the interviewer, and culture-specific features in the interaction. After describing findings common to both monolingual and bilingual participants, we will take a closer look to see whether the monolingual and the bilingual groups differed in their reactions.

### 5.2.1 Summary of Findings

#### *Reactions to the Interviewer's Nonverbal Behavior and Appearance*

What most impressed the participants was the Vietnamese-speaking interviewer's polite and respectful attitude. Most participants across all groups commented on how polite the interviewer was with her gestures, such as putting both hands together in front of her body when greeting the respondent and with her use of appropriate Vietnamese honorific markers like "dạ" or "thưa."<sup>11</sup> Participants also liked that the interviewer gave thorough explanation with patience, a clear voice, and a professional attitude. In addition, the interviewer speaking Vietnamese was liked by participants (V1, V3, V5) because "speaking the same language itself makes the entire communication friendly," as one participant [V3-P4] commented. Many participants felt the interviewer's patience and respectful attitudes worked well to relieve the respondent's nervousness and discomfort while interacting with an interviewer from the government. Excerpt 7 summarizes this reaction.

Excerpt 7. [V6 Lines 577–580]

P11:        *The interviewer is very patient. Respondents often feel hesitant when talking with government officials. The interviewer seems to know that very well, so she is very patient, explaining slowly, clearly, does not rush the respondent. I*

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<sup>11</sup> The Vietnamese words "dạ" and "thưa" do not have specific meanings, but are used as honorific markers in front of person-pronouns or at the beginning of sentences to show respect when speaking to someone older.

*think key characteristics of an interviewer are to be patient and friendly in order to help the respondent participate!*

Despite the overall positive reaction to the interviewer's nonverbal behaviors, there were several comments about the interviewer not making proper eye contact. Four participants (V4, V5, V6) pointed out that the interviewer often looked sideways and that they found it less convincing and even lacking emotion. One participant's comment in Excerpt 8 explains why speaking with a more animated tone and giving full attention to the listener matters when an interviewer is asking for cooperation.

Excerpt 8. [V6 Lines 571–575]

P5: *I meant that the interviewer should put their effort in making respondent cảm thông (feel sympathy) and understand the benefit of their participation. The interviewer should talk in more heartfelt way, said from their heart. The way the interviewer's eyes wandered around when talking, or looked at the house's number did not create the heartfelt connection with the respondent!*

Participants did not comment about the interviewer's appearance in their discussion of the *Unaware* video as much as they did for the previous video. Some participants in Groups V1, V2, and V4 reacted positively to the interviewer's introducing herself with a Census ID Badge, because it clearly showed that the interviewer came from the government. One participant [V2-P2] commented that the badge should be bigger and have a more prominent government seal. The idea of a larger Census ID Badge was proposed by a participant in Group V5 in the *Language barrier* video discussion and was repeated by a participant in Group V2.

Only two focus group participants (V1, V2) commented on the interviewer's attire. The Census interviewer in the *Unaware* video wore a white dress shirt and a pair of black trousers. Although most participants in Group V1 felt that the interviewer was dressed professionally, one participant [V1-P6] pointed out she should have tucked her shirt in to look more feminine. Another participant [V1-P3] agreed by saying this will matter because appearance matters. On the other hand, participants in Group V2 concurred that interviewers should wear uniforms and that media advertisements should include the image of the uniform. They felt it would increase the chance of respondents opening the door to the Census interviewer. Excerpt 9 provides more details about this suggestion.

Excerpt 9. [V2 Lines 482-504]

P5: *So when they open the door, they had already been informed that it's time for the census. They have seen in the magazine {Note: meaning a booklet or brochure} that someone will be coming sometime this month {Note: uttered in English: magazine}. So, they open the door and they see this person who is so polite and speaks with a manner of a government employee. **Number one is having the manner of a government employee. Number two is having the uniform.** The uniform that they have seen in the newspaper or on TV. Then they would feel safe to continue the conversation. Otherwise, if*



*they see them {Note: interviewers} all dressed differently, they {Note: respondents} are going to be worried. How do they {Note: respondents} know if they {Note: interviewers} are real or if they are a fraud.*

P2: Yes.

P5: *So, I think they {Note: interviewers} should wear uniforms. Design a unique uniform for ...*

P2: *Maybe a hat. A hat that said census and a uniform ...*

P5: *A hat, a hat ...*

P2: *That said census.*

P5: *The đồng phục (uniform) should be shown in the media so people can recognize it and feel safe letting the interviewers in. If they don't open the door then that's the end to everything. The interviewers won't have a chance to talk to them.*

### *Reaction to the Interviewer's Verbal Behavior*

One common reaction across the groups is that participants noticed that the interviewer was very patient and gave detailed explanations to address the respondent's concerns (V1, V2, V3, V5). Many participants also complimented the interviewer's politeness and respectfulness, which was shown by her use of the proper age-gender pronoun to address the respondent (e.g., bà [ma'am]) and Vietnamese honorific markers (e.g., dạ, thưa<sup>12</sup>) (V1, V2, V3, V5, V6). Using proper words and honorific markers to show respect was perceived as appropriate because, as one participant [V5-P9] commented, "the Vietnamese expect others to be respectful" (V5 Lines 635–636).

As much as participants liked the interviewer's thorough explanations, many of them found the explanations too long and verbose and thought they should be shortened (V2, V3, V4, V5). They felt that the long explanations would not work well, especially at the doorstep, because most people will not be patient with a stranger, even if the person is from the government. Participants, especially from Groups V2 and V4, suggested that the interviewer should say only three to four core messages at the doorstep. Any further explanations should be tailored to the respondent's concern or reaction. We will discuss this in more detail in **Section 5.2.1.3**.

Some participants in Groups V1, V3, and V4 felt that the interviewer's tone was not friendly enough. One participant [V4-P8] commented that the interviewer reminded him of "công an" (communist police), which he experienced in Communist Vietnam, and this triggered fear in the respondent.

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<sup>12</sup> The Vietnamese words "dạ" and "thưa" do not have specific meanings, but are used as honorific markers in front of person-pronouns or at the beginning of sentences to show respect when speaking to someone older.

One notable negative reaction to the words used by the interviewer was about the term bắt buộc (required) in the interviewer's explanation about the mandatory nature of participation. Several participants in Groups V4, V5, and V6 showed strong negative reactions, saying it sounds scary. Excerpt 10 illustrates this reaction.

Excerpt 10. [V6 Lines 663–668]

- P2: *I heard that the interviewer said "it is required by law..." Is it true that it is required by law?*
- M: *How do you think?*
- P2: *I don't know, but I am wondering if the old lady hears that, she might feel scared... [smiling]. Luật bắt buộc (Required by law) sounds scary, especially for old people.*

Because bắt buộc (required) sounds too intimidating, a couple of participants suggested softening the tone by saying cần để (need to) instead. In addition, participants in Group V3 pointed out some Vietnamese words that might be difficult to understand for older, less educated people, such as số ID (ID number) and hoạch định (to determine a plan). They suggested some alternative wordings to replace these high-level Vietnamese words.

Participants in four groups (V2, V4, V5, V6) were concerned that gaining cooperation from Vietnamese monolingual respondents would not be easy. During the day time, those who stay at home are most likely to be the elderly. They tend to be "afraid of strangers" [V4-P10, V5-P4] and are often warned by their children "not to sign anything with strangers" [V4-P2]. Excerpt 11 describes this common concern.

Excerpt 11. [V4 Lines 447–452]

- P2: *Because she {Note: interviewer} said that every family has to do this and that it is mandatory. That scares the lady. She is home alone and all her children are at work. She doesn't speak English and if you ask her to sign any kind of paperwork, it will scare her and she will decline. The lady declined by saying "Go find someone else. They will cooperate with you." What she said is psychologically correct.*

Several ideas were suggested to reassure the monolingual respondents and convince them to complete the census form. The following are some of the suggestions that we find worth noting:

- One participant [V5-P2] commented that interviewers need to explicitly mention that there is nothing to worry about from this visit, such as: (1) Thưa bác, bác đừng sợ. Con đến đây không phải để truy tố bác (Ma'am, please do not worry. I am not here to harm you) or (2) Con đến đây để giúp bác. Nếu bác không hiểu, con sẽ giải thích từng câu cho bác (I am here to help you. If you don't understand, I will explain every single item to you) (V5 Lines 596–598; 604–605).

- Another participant [V2-P2] said that the respondents' concern about safety will be relieved to some extent if the interviewer makes it clear that the interview can be done outside and that there is no need to go inside.
- A couple of participants in Group V4 suggested arranging a second visit to pick up the completed census form or allowing respondents to complete the form on their own online or by mail. This is because many monolingual elderly people would hesitate to complete the form on the spot with the interviewer and want to ask their children or someone knowledgeable whether it is okay to respond.
- Some participants in Groups V5 and V6 suggested bringing a document with information about the census because verbal messages only will not be enough to gain full trust.

### *Reaction to Key Messages*

Across the focus groups, participants liked the following five key messages delivered in the *Unaware* video: (1) benefits of the census data to local communities, especially to the Vietnamese-speaking communities (favored by all six groups); (2) short amount of time (10 minutes) needed to complete the census form (V1, V5, V6); (3) importance of the census (V1, V5); (4) the legal requirement for census participation (V1, V5); and (5) the interviewer's willingness to accommodate by saying "If you are busy, I can come back another time" (V6). However, the legal requirement message received mixed reactions. Although some participants found it persuasive, more participants disliked it. See more detail below.

The message about benefits of the census data was the most popular in all six focus groups. Indeed, the participants of Vietnamese-language focus groups showed a clear pattern in their reaction to the key census messages: favoring the benefits message and disliking the legal requirement message. Only the benefits message received positive reactions from participants in all groups, and the legal requirement message was the only message in this video to which participants reacted negatively. Participants liked the benefits message because it gives them a reason to participate—bringing something good to the community. As previously discussed, on the other hand, the word "bắt buộc" (required) caused a negative reaction to the legal requirement message. For this reason, several participants suggested de-emphasizing the legal requirement message (V4, V6) or softening the tone by using cần để (need to) instead of "required" (V4, V5) or speaking more about benefits without mentioning the legal requirement (V6). Excerpt 12 describes this reaction.

Excerpt 12. [V6 Lines 677–684]

P2: *I think many old ladies when hearing about law, they will feel scared and will stop the conversation immediately. They might say, for example, "oh, anything relating to law, I don't know and feel scared, no, I will not participate." Please just talk about benefit. Hhh*

P7 & P8: *Hhh*

P5: *I agree with P2. It's better if talk about benefit of participating, such as better health services, then the old people will like it. Hhh*

Only one group (V3) discussed the Security Warning Card, and it received positive feedback. Participants commented that showing a written document from the government was a good strategy to earn the respondents' trust.

Several participants proposed messages that they would like to hear from a Census interviewer. One participant [V1-P5] pointed out that the interviewer should explain at the beginning of the conversation that the visit was because this household did not respond to the census even after multiple mailings and reminders. Another participant [V5-P7] commented that the interviewer should ask the respondent whether it is a good time to talk before she moves any further beyond introducing herself. In addition, one participant [V3-P11] strongly suggested that the interviewer should clarify that the census participation is "free of charge." Excerpt 13 describes why he felt so strongly about having this clarification.

Excerpt 13. [V3 Lines 409–503]

- P11: *When I first came here to the U.S., some people came to my house, told us that they were from the government, and they did something outside the house. After that, they came back and asked us to pay. So, whatever I do for the government, I need to know whether there will be any fee later or not. It is very important to say clearly from the beginning that there will be no fee that we need to pay by doing this for the government!*
- M: *So it should say clearly that the respondent, for example in this case, you will not have to pay any fee?*
- P11: *Yes, because we had an experience before. When we just came here, some people came over and said that they were from the government. They did some cleaning outside, and then came back, asked my dad to pay. We just got to the U.S., did not know anything, so whatever they asked, he gave, thinking that it was required by the government. Later, when we asked around, and it turned out that was a scam.*

As we discussed in **Section 5.2.1.2**, participants were mainly dissatisfied with the interviewer's verbal messages being long and verbose. Participants, especially in Groups V2, V4, and V5, discussed the ways to reduce doorstep time and enhance effectiveness. They concurred that the interviewer should say only three to four core messages and leave the rest of the messages to be tailored to the individual respondent's concerns and reactions. What constitutes the core doorstep messages varies across the groups engaged in this issue. The following shows the participant's suggestions for the order of core messages:

- For participants in Group V4, messages other than the following four would be unnecessary: (1) what is the census ("census occurs once every 10 years"), (2) legal requirement ("everyone has to participate"), (3) confidentiality ("personal information will not be disclosed"), and (4) benefits ("your community will receive more benefits if you participate").

- Group V5 participants said that the doorstep interaction should start in the following order: (1) greeting and introducing the interviewer, (2) explaining the nonresponse follow-up (NRFU) situation (“we have sent a brochure and the census form, but have not received a response from this household”), and (3) asking for availability and indicating time estimate (“do you have about 10 minutes to talk?”)
- Group V2’s suggestions include both the interaction order and key message order in a shortened form: (1) greeting and introduction of the interviewer (“Hello, I am from the U.S. census”); (2) purpose of visit (“I am here to know how many people live in the house”); and (3) benefits (“The U.S. government needs to know that information to distribute funds based on the number of people living in this area; if you accurately report it, you and others in the community can get your fair share”).

Most participants across all six groups said that they would be willing to participate in the census after watching the video. The message of the benefits was the most encouraging factor. Participants were also encouraged by other messages, such as the importance of the census, confidentiality, and the legal requirement. Some participants said that the interviewer’s legitimacy proved by her Census ID Badge and the interviewer’s professional and polite attitude had a positive influence on their willingness to participate.

Only six participants were unwilling to participate after watching the video. Three of them [V4-P2, V4-P3, V6-P11] would defer the participation after gathering more information about the census either by asking around or reading written material such as an information brochure. Two participants [V3-P11, V4-P11] had previously met with people posing as government employees asking for money or personal information. They said that they would not participate without written material from the census about the ongoing survey or the interviewer’s visit or firm assurance that the interviewer would not ask for any money for participation. One participant [V5-P8] said he might hesitate to participate because he feared the word “required.”

### *Reaction to Culture-Specific Features*

Two culture-specific interactional features were included in the last scene of the *Unaware* video: the respondent invited the interviewer to come into the house and then offered the interviewer a drink of water. Participants in four groups (V1, V2, V5, V6) discussed whether accepting the respondent’s hospitality is culturally appropriate or not. The reactions were similar across all groups. Many participants felt that the invite would rarely happen because “people would be scared to invite anyone inside” (V2 Line 620; V5 Lines 851–852) for safety concerns. However, once invited, all participants in four groups engaged in this discussion said that the interviewer must accept the offer because it is a polite thing to do. Excerpt 14 summarizes this reaction.

Excerpt 14. [V5 Lines 841–846]

P7: *It’s fine to go inside. Like I said earlier, there is no problem at all, if ok, then just invite [them in]. That is being polite! You can’t stand by the door to talk. For Vietnamese people, if you agree, then you will invite the people into your*

*house. If anything, come inside my house because it is easier to talk. **You cannot stand by the door.** It is not good to stand by the door. Ah. If you agree, then you will invite [them in] just like a guest visiting your home. If in the scenario that you are OK, then you will invite inside and not let them stand by the door.*

In Group V6, the moderator followed up by asking whether a female interviewer should still go in when the respondent is a male. Participants did not drastically change their opinions, and one participant [V6-P4] said the interviewer should come in unless a specific reason causes safety concerns.

Another culture-specific feature in this video is the interviewer taking off her shoes when she enters the house. Not many participants noticed this scene, but one participant [V6-P5] complimented this action as a “good behavior.” She thought that it will “make many Vietnamese people like this interviewer” [V6 Lines 718–721].

### 5.2.2 *Group Specific Findings: Monolingual vs. Bilingual Groups*

We noticed two differences between the monolingual and bilingual groups. One difference was observed in the discussion of the interviewer’s verbal behaviors (see **Section 5.2.1.2**). Both monolingual and bilingual groups reacted positively to the interviewer’s thorough explanations, clear voice, and polite and respectful manner. However, negative reactions to the interviewer’s tone only came from all three monolingual groups (V1, V3, V4). They felt the interviewer’s tone was sometimes not very friendly or too tough. One participant even mentioned a “công an” (communist police) of the Vietnamese communist regime to describe how he felt about the interviewer’s tone.

Another difference was observed in the discussion of gaining Vietnamese monolingual speakers cooperation, especially of elderly people who are likely to stay home during the day (see also **Section 5.2.1.2**). Although all three bilingual groups (V2, V5, V6) were actively engaged in the discussion and made suggestions, only one monolingual group (V4) expressed their concern on this matter.

## 5.3 **Fear/Mistrust of Government**

The *Fear/Mistrust of government* video depicts an interaction between a Vietnamese-speaking Census interviewer and a Vietnamese-speaking respondent who is aware of the ongoing census but is not willing to participate because of fear or mistrust of the government.

This section summarizes how the participants in the Vietnamese-language focus groups perceived and reacted to the interviewer’s verbal and nonverbal behaviors, key census messages, and culture-specific features in the interaction. After describing findings common to both monolingual and bilingual participants, we will take a closer look to see whether there are differences in reaction between the monolingual and bilingual groups.

### 5.3.1 Summary of Findings

#### *Reaction to Nonverbal Behavior and Appearance*

Participants across the groups were engaged in the discussion of this video because they thought it depicts typical Vietnamese immigrants' reactions—being wary of strangers or people who claim to be government employees. This was also previously mentioned in the discussion of the *Unaware* video. Participants saw signs of fear on the respondent's face in the video and offered ideas to relieve the fear from the respondent's point of view.

Overall, participants reacted positively to the interviewer's nonverbal behavior and appearance in this context. Participants in the six groups concurred that wearing a suit (a navy suit with white dress shirt), presenting an official Census ID Badge, and carrying a bag with a large Census Bureau logo made the interviewer look like a credible government employee and was therefore appropriate. Some participants (V4, V5, V6) complimented the interviewer stepping aside after ringing the bell and keeping her distance during the interaction. These participants found it considerate because it would make the respondent feel more comfortable. Several participants (V1, V2, V5, V6) also felt that the interviewer's warm smile and friendly and courteous attitude played a role in progressing the conversation. Excerpt 15 summarizes this reaction.

Excerpt 15. [V1 Lines 909–921]

- P9: *I think most Vietnamese are doubtful. They are very doubtful, so if you can create a friendly atmosphere, it will be very easy to interview them. Most of the time, when someone is knocking at the door, they are very skeptical. They're peeking outside checking out who it is.*
- M: *Did this interviewer achieve that? Was she able to break the doubt?*
- ...
- P9: *She was very polite and spoke very clearly. She created a friendly atmosphere.*

The only negative reaction to the interviewer's nonverbal behaviors came from the way she shows her Census ID Badge. In the video, the interviewer holds up the badge while waiting for the door to be opened so a person behind the door can see the badge from inside. While holding the badge at the shoulder level, the interviewer brings it closer to the respondent's eye level when introducing herself so the respondent can see it better. Some participants in Groups V4 and V6 found it intimidating and said it made them think of an FBI agent [V4-P3] or a *cảnh sát* (cop) [V6-P9]. Another participant [V6-P5] pointed out that the interviewer holds the badge too high, covering her face. This would intensify a respondent's suspicion because the respondent cannot see the interviewer's face, nor can he match the face in the photo ID to the person who stands in front of him to verify that the badge is not fake. Excerpt 16 illustrates Group V6's discussion on how to show the Census ID Badge.

Excerpt 16. [V6 Lines 909–921]

- P5: *However, the interviewer shows her ID **too high**, it covers her face. **That's not good**, because if the owner looks through the small window at the door, they might not see her face, so they might not open the door. Also, the way she shows her ID is very aggressive, like a cop, hhh, people might feel scared. She should show her ID at a very gentle, slow motion, and at a low position [P5 pretending to show the ID at her chest level].*
- P2: *[Disagreeing with P5] I think the interviewer had to show her ID so high, because the owner stood several steps higher than her. If she showed her ID that low, he would not be able to read it.*
- P5: *I think the interviewer can find a position to show her ID lower, not covering her face and the man still can read it, for example, bending her ID up for him to see.*

Participants across the groups proposed some ideas for better nonverbal behaviors and appearance that would relieve respondents' fear and engage them in the conversation:

- **Census ID Badge:** Participants suggested that the interviewer should (1) show the ID *after* introducing herself with greetings [V4-P3]; (2) hold it up in a gentle, slow motion and hold it at the chest or shoulder level so the badge does not cover her face [V6-P5]; and (3) be willing to let the respondent inspect the badge to verify its authenticity [V1-P6]. Participants also preferred a bigger ID so the interviewer's face and name and the Census Bureau logo are visible from a distance [V2-P2]
- **Attire:** Wearing business attire (e.g., a suit with a dress shirt) or a uniform with a big Census Bureau logo will work well to gain the trust of Vietnamese-speaking respondents
- **Schedule an appointment or send an advance notice:** Several participants (V1, V3, V4) suggested that knowing about the visit ahead of time will help the respondents trust the interviewer when she comes.
- **Paired interviewers:** Two participants [V5-P2, V5-P7] suggested sending two interviewers (two women or a male-female pair) because it will make the respondent feel safer.

### *Reaction to the Interviewer's Verbal Behavior*

Participants still showed overall positive reactions to the interviewer's tone, especially her proper use of Vietnamese honorific markers such as *dạ* or *thưa* to show respect (V1, V2, V3), thorough explanations to address the respondent's concern (V1, V3, V4), and patience (V4). At the same time, some participants in Group V4 found the explanations too long.

Several participants in Groups V3 and V5 showed a strong aversion to a Vietnamese phrase *đếm số người* (counting people). They were afraid of the word *đếm* (counting) because it sounded "communist." Excerpts 17 and 18 illustrate this reaction.



Excerpt 17. [V3 Lines 651–665]

- P4: *Đếm số người (counting people) does not sound right to my ear.*
- M: *So how do you suggest to change it?*
- P4: *Số người cư ngụ (number of people living) or có bao nhiêu người cư ngụ (how many people live here). It sounds better. **I don't like the word đếm (count).***
- P7: ***Đếm số người (count people) sound so communist!** I am afraid of the communists. Hhh*
- P4: *Số người cư ngụ tại (number of people living at)*
- M: *[Looking at P7] So, how do you think?*
- P7: *Hhh. I am with P4, agreed with her. I feel afraid when hearing the word đếm (counting)*

Excerpt 18. [V5 Lines 1106–1108]

- P7: *However, you should not use the word **đếm người (count people)**, because she came and asked to count people. You should not do that! Like that young lady said, the man thought of something else, and he asked back about counting people. So, you should not use **đếm số người (count people)**.*

Words like *đếm* (counting) or *đếm số người* (counting people) can trigger a negative reaction in Vietnamese-language respondents. According to RTI's Vietnamese-language expert team, it might be rooted in experiences from Vietnam, especially among those who lived through the post-war reconstruction period (1975–1985). After the Vietnam War, the communist government used counting people in each household as a tool of control. Counting people at each household was done weekly, monthly, or quarterly throughout the decade. Any discrepancy in numbers from the prior counting would result in harsh punishment. Participants' aversion is most likely a remnant of that period. We find the suggestion of avoiding the word *đếm* (counting) and paraphrasing it to "how many people live..." is supported by the findings and may increase participation.

### *Reaction to Key Messages*

Among the key census messages presented in the *Fear/Mistrust of government* video, the following four messages received positive reactions: (1) benefits of the census data for the Vietnamese community (all six groups); (2) assurance of confidentiality (V2, V5, V6); (3) participation as a legal duty (V2, V6); and (4) no sensitive question will be asked (V5). It is worth noting that the message of confidentiality assurance, which did not get much attention in the discussion of the *Unaware* video, is considered important in the context of

the *Fear/Mistrust of government* mindset. Positive reaction to the benefits message was persistent, as was the mixed reaction to the legal duty message.

Several participants in Groups V2, V5, and V6 agreed that the interviewer reassuring that “personal information will not be disclosed” was necessary to address the respondent’s fear. They felt it was even more effective when combined with the interviewer saying, “no sensitive questions will be asked.” However, some participants felt that these verbal messages should be supported by a written document, because it cannot be guaranteed without a paper. Excerpt 19 illustrates this reaction.

Excerpt 19. [V5 Lines 1027–1030]

P2: *Yes, I don't understand why the other person answered the information but this young lady verbally guaranteed to keep it confidential and has no document saying that you will guarantee keeping the answers confidential. I suggest preparing a document with a signature guaranteeing to keep the answers confidential. Then, people will be more likely answer the questions.*

This reaction raised a question about when to present the Security Warning Card. In the video, the Security Warning Card was presented after the interviewer explained about confidentiality, benefits, and the legal responsibility to emphasize that everyone must participate. Some participants thought that it would be better to show the card with verbal assurance of confidentiality, because that could be the most important issue for fearful respondents. However, participants did not concur on this matter. Although some participants wanted to have the written assurance of confidentiality at the beginning, some participants felt handing out the written document at the end is a good way of “giving the respondents some security and locking them in,” as one participant [V1-P1] commented (V1 Lines 830–831).

Another way that participants suggested to encourage participation for a respondent with fear or mistrust was emphasizing the benefits with more examples to which the respondent can relate. The message of benefits was still favored by participants of all six groups. They especially liked the examples mentioned in the video, such as increasing English classes or having more Vietnamese interpreters in hospitals and courts. Some participants in Group V5 suggested adding “Medicare” [V5-P3] or social welfare benefit such as “Supplemental Security Income” [V5-P4] because these services affect many Vietnamese immigrants’ quality of life. Participants in Groups V1, V2, and V6 suggested that the interviewer should mention the benefits at the beginning of the conversation, not at the end, because it is more attractive and encouraging.

Several participants felt that the interviewer mentioning the benefits first and then the legal requirement in the video was a good decision. This will give the respondent a chance to make a voluntary decision to participate first. If the respondent still hesitates, then the legal duty message can be used as the last “push to do it,” as one participant [V6-P3] put it (V6,

Lines 838–839). One participant [V2-P1] commented that speaking about the benefits and then the mandatory nature would make the respondent feel that “this [participation] is the responsibility of a citizen, and I am fully aware of the benefits I am entitled to” (V2, Lines 649–650).

Participants commented on two messages that the interviewer should have said to reassure the respondent: (1) explanation of the interviewer visit as nonresponse follow-up (NRFU) operation and (2) an assurance of no negative consequence as a result of the participation. In the discussion of the *Unaware* video, only Group V1 participants suggested that the interviewer should explain at the beginning that she comes to visit because the household has not responded to the census. In the current discussion, participants from three groups (V2, V3, V6) made a similar suggestion. They commented that stating why the respondent is receiving a visit clearly before she started the conversation will alleviate the respondent’s fear and suspicion.

Another suggestion from Groups V1 and V3 is that the interviewer should clarify that participating in the census would not affect any benefits that the respondent might currently receive from the government. Participants who raised this issue thought that this additional assurance would relieve concerns of giving information to the government.

Excerpt 20. [V3 Lines 743–756]

P11: *Another thing is that I think the respondent will be afraid that if they provide their information, whether it will affect the benefits that they receive from the government? The interviewer should assure the respondent from the beginning that his response will not affect his benefits, such as food stamps, Medicare, etc. The interviewer only assured the man that all the information will be kept confidential, but she did not mention that it will not affect their benefits from the government. It’s important to tell the respondent that too, otherwise, they will feel hesitant to participate, because they did not know if it will affect to their benefits or not!*

Several participants commented that this would be a good approach if the respondent expresses any concern about anything bad happening by participating in the census, especially losing benefits he/she might be currently receiving from the government. This concern was brought up again in the overall discussion of potential discouragement of participation, indicating that a verbal assurance of no negative consequences of participating in the census is important to address this specific type of fear.

In addition, one participant [V4-P3] suggested that the interviewer should state her name first and then the affiliation (e.g., “My name is Ngoc. I am from the Census Bureau.”) to create a friendly atmosphere. Several participants in the Group V4 agreed with her suggestion. In the video, the interviewer states the Census Bureau first and then her name, because in traditional Vietnamese culture, a group comes before an individual. The reaction from Group V4 suggested the opposite of what we expected, which could be an indication

that the greeting strategy should be further tailored to gain Vietnamese speakers' cooperation. In other words, stating the Census Bureau first, the name of a government agency, may make respondents, especially older respondents, feel afraid unless they know the Census interviewer's visit ahead of time and expecting him/her to come. Stating the interviewer's name first could be a way to create a friendly atmosphere to help respondents, especially older respondents, feel comfortable with the interaction.

Friendliness and being respectful are highly valued attributes in Vietnamese social interactions (see Nguyen, 2002; Meyer et al., 2006).<sup>13</sup> Although this suggestion came from only one group, we included it in our recommended introductory statement at the doorstep because it illustrates the importance of creating a "friendly atmosphere," which many participants across all groups emphasized throughout the discussion (see **Exhibit 5-3.2**).

Most participants across all six groups said that they would be willing to participate in the census after watching the video. The interviewer, or her clear and thorough explanations, was the most encouraging factor to many of the willing participants. The rest of the participants who were willing said they were persuaded by some of the messages, such as the benefits, importance of census, participation as a legal duty, and confidentiality assurance.

Seven participants across all six groups were not willing to participate. Five of these participants identified with the respondent in the video, and thought a respondent who is that timid and afraid would hardly participate regardless of what he was told. One participant [V3-P3] commented that she might refuse unless the interviewer clearly explains why she came to her house. Another participant [V4-P3] felt she would not complete the census right away because she needs time to make sure whether this is something she really needs to do and why. Excerpt 21 illustrates this reaction.

Excerpt 21. [V4 Lines 725–736]

P3: *If that was me, I would read to see if the benefits are for me and then I would cooperate. Usually they would have documentation to prove it. So, if there is, you should read it so you can understand. Once you understand then you can cooperate. But the problem here is you have to be careful. Is this information really true? So, we should like uh... "Thôi bây giờ chị để đây đi, để tôi đọc thật kỹ hơn?" (Why don't you leave it here so I can read it over carefully?) I have to read it carefully before I sign anything. People say, "Bút sa gà chết" (Pen down, the chicken dies) {Note: A Vietnamese idiom meaning once you sign something, it cannot be undone}. Once I've signed something, I'm fully responsible for the content on that piece of paper. I'd say, "I agree*

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<sup>13</sup> Exclusive use of first names in both formal and informal contexts exemplifies how friendliness and politeness are practiced in Vietnamese social interactions. Last names are rarely used even in formal interaction. Courtesy and respect are combined with friendliness when a person calls someone's first name with appropriate pronouns: for example, *anh Tom* (Mr. Tom), *cô Maria* (Ms. Maria), or *ông Paul* (Sir. Paul).

*to work with you but let me keep this, read it over and I will mail it. Or you can come back another day and I will give it back to you. It's not just me reading it but my family, my husband will read it too for a better understanding."*

This quote also exemplifies one of the reasons that make people hesitate to participate during the interviewer's first visit.

### *Reaction to Culture-Specific Features*

The Vietnamese-speaking interviewer in the video uses verbal cues, such as addressing the respondent as chú (uncle/sir) and honorific markers dạ or thưa to show respect to the respondent. Most participants across the six groups liked the way the interviewer talked and behaved in her interaction with someone older than she is. One participant [V6-P9] commented that to be even more respectful, the interviewer should greet the respondent by holding her hands together in front of her body, lightly nodding her head, and saying, "Dạ, xin chào (hello with honorific dạ and xin)," instead of only saying, "Chào (hello)." Although this reaction was from only one participant, the importance of paying respect should not be overlooked because it is the cornerstone of interpersonal relationships in Vietnamese culture. This suggestion is included in the recommendation about the interviewer's verbal and nonverbal behavior (see **Exhibit 5-3.1**).

### **5.3.2 Group-Specific Findings: Monolingual vs. Bilingual Groups**

Some reactions were observed only in the monolingual groups. In the discussion of the interviewer's nonverbal behaviors (see **Section 5.3.1.1**), monolingual groups (V1, V3, V4) suggested scheduling an appointment or sending an advance notice. The interviewer's thorough explanation was appreciated only by monolingual participants in the discussion of *Fear/Mistrust of government*, although the same trait was complimented in both monolingual groups (V1, V3) and bilingual groups (V2, V5) in the *Unaware* video discussion. In addition, only monolingual participants (V1, V3) expressed wanting to hear a firm assurance that no one will lose current benefits from the government because of participation in the census. This issue was not raised in any of bilingual groups.

Reaction to the key messages of this video showed a distinctive difference between the monolingual and the bilingual participants. Monolingual participants provided positive comments almost exclusively on the benefits message. Although bilingual participants also favored the benefits messages more than any other messages, they showed positive reactions to other messages, such as the confidentiality assurance, participation in the census as a legal responsibility, and the message that no sensitive question will be asked (see **Section 5.3.1.3**). In other words, the bilingual participants' positive reactions touched on more-diverse topics than those of the monolingual participants, at least in the discussion of this video.

## 5.4 Low Engagement

The *Low engagement* video depicts a Vietnamese-speaking Census interviewer and a Vietnamese-speaking respondent who is aware of the ongoing census but is not willing to participate because of disinterest or lack of motivation. In this section, we summarize how the participants in the Vietnamese-language focus groups perceived and reacted to the interviewer's verbal and nonverbal behaviors, key census messages, and any culture-specific features in the interaction. After describing findings common to both monolingual and bilingual participants, we will discuss whether reactions differ between the monolingual and the bilingual groups.

### 5.4.1 *Summary of Findings*

#### *Reaction to Nonverbal Behavior and Appearance*

Participants' reactions to the interviewer's nonverbal behaviors and attitude in this video were positive overall and similar to those of the previous two videos. Most participants concurred that the interviewer worked hard to persuade this difficult respondent with patience. One participant [V3-P3] complimented the interviewer by saying, "The interviewer is excellent! She smiled, talked politely, clearly" (V3, Line 770). Comments like this remark were commonly heard in all six groups, although a couple of participants in Group V3 wanted to see the interviewer smile more.

What was new in the discussion of nonverbal behavior and appearance in this video was some participants' dissatisfaction with having a Census ID Badge as the sole proof of interviewer's legitimacy. A couple of participants in Group V3 felt that an ID badge is not enough to prove that the interviewer is a genuine government employee. They wanted to see something equivalent to the red-seal letter. Excerpt 22 explains what these participants meant by the red-seal letter.

Excerpt 22. [V3 Lines 794–802]

P9: *For example, in Vietnam, if a government official comes to a house, they will bring an introduction letter with signature and the red government seal, so the people will know and trust that person is a genuine government official. A household member will avoid talking with a stranger knocking on doors to avoid solicitations. A soliciting person also has an ID to show, so besides the ID, does the interviewer has anything else to show that she is a genuine government official, not a solicitor? Therefore, for Vietnamese people, from the beginning, the interviewer should prove that she is a genuine government official, besides just having an ID badge. In Vietnam, there will be a red seal introduction letter from the government.*

These participants understood that there will not be things like the red seal in the United States. The point is that if the interviewer shows an official census document at the doorstep, proving the interviewer's legitimacy will be easier. A similar suggestion was made

by Group V5 and V6 participants in the discussion of the *Unaware* video (see **Section 5.2.1.2**).

### *Reaction to Verbal Behavior*

Most participants reacted to the *Low engagement* video more positively than they did to the previous videos. They especially liked that the interviewer's explanations are simpler than those in the other videos and that her tone was more enthusiastic.

Although many participants were impressed by the persistence of the interviewer when persuading the reluctant respondent, some participants in Group V2 found it annoying and inflexible. Excerpt 23 illustrates this reaction.

Excerpt 23. [V2 Lines 905–916]

- P10: *Quá kiên nhẫn (Too patient). The respondent declined two, three times but she {Note: interviewer} was still patient.*
- P3: *[Smiled and nodded] She was still patient.*
- M: *Do you like ...*
- P10: *I don't like it.*
- M: *Why don't you like it?*
- P10: *I said I was busy and I said it two, three times already but she kept going.*

These participants commented that the interviewer should readily accommodate the respondent's schedule, such as leaving the form for the respondent to fill out on her own and arranging pick up or scheduling a second visit at the respondent's convenience.

### *Reaction to Key Messages*

As with the discussion of the previous two videos, the participants showed a clear pattern in their reaction to the key messages: favoring the benefits message and being scared to hear that participation is "luật bắt buộc (required by law)." Another message that caught the participants' attention in the *Low engagement* video was interviewer's saying, "Nếu chị không thể hoàn thành bản thống kê dân số hôm nay, thì sẽ có người khác đến vào ngày khác. (If you do not complete this questionnaire today, then someone else will come another day)," at the end of the conversation. This message was designed by the Vietnamese-language expert panel during adaptation as a replacement for interviewer asking for help ("please help me do my job"). The intent of this adaptation was to inform the respondent that the Census interviewer's visit is unavoidable until the form is completed.

Most participants across the groups reacted positively to the message, "If you do not complete it today, someone else would come another day." Many participants took it as good way to emphasize the mandatory nature with "no pushing, no pleading, and no begging," as one participant [V2-P1] put it. Excerpt 24 describes this reaction.

Excerpt 24 [V1 Lines 1199–1203]

P1: *To me, I think the sentence, "If you can't do the interview today, someone else will come back another day to do the interview," has two meanings. It shows that the interviewer had good intentions and also that when the respondents heard that someone else will come back, it makes them feel that this is important and it must be done. Since someone else is going to come back anyways then might as well get it done today.*

Although most participants liked this message because it motivates to "get it done now," some participants reacted positively because they interpreted it as the interviewer giving a choice of scheduling another visit. Although this interpretation is deviated from the intention of the message, we think the positive reaction reflects the participants' concern about unannounced visits and whether there will be flexibility to schedule a visit if the interviewer comes at an inconvenient time.

The *Low engagement* video was favored by many participants over other videos partly because the interviewer "talked mostly about the benefits right from the beginning" [V6-P2]. However, some participants in Groups V4 and V5 commented that the explanation of the benefits were verbose and sounded off target when the interviewer gave examples of benefits for the elderly to a young respondent. One participant [V5-P8] suggested tailoring the benefit explanation to the respondent, emphasizing improvement in medical services for elderly respondents, school improvements for young parents, and job situations in general.

In Groups V4 and V6, several participants expressed concerns about the mandatory nature of participation. They felt that "luật bắt buộc (required by law)" was too intimidating and scary and asked the focus group moderator what would happen if someone does not participate. When the moderator evaded the question, more participants asked similar questions, indicating that they were genuinely concerned and wanted to hear more official information about this. The participants commented that (1) the interviewer should be prepared to answer this question because it would be an immediate natural reaction for most people [V6-P9] and (2) it will be better if the census mailings specify what penalties will be imposed if someone fails to participate.

In Group V4, one participant [V4-P4] commented that the interviewer should have explained that she came because the household did not return the census questionnaire. The suggestion of giving the explanation for the nonresponse follow-up [NRFU] was a recurring theme across the videos. Including Group V4 in the discussion of *Low engagement* video, the same suggestion came from five of the six Vietnamese-language focus groups.

Almost all participants across the six groups said that they were willing to participate after watching the video. Most of them felt that they were well-informed by detailed, easy-to-understand explanations from the interviewer. Some participants felt that they would rather



do it now than have “another interviewer to come to complete the form.” Some participants said that the interviewer’s patient and affable attitude influenced their decision.

Only two participants did not think they would participate. Both [V4-P5, V4-P10] said they would not participate if they were busy or had no time to do it at the time of the visit.

#### *Reaction to Culture-Specific Features*

No specific cultural issues were discussed during the focus group discussion of this video.

#### **5.4.2 Group-Specific Findings: Monolingual vs. Bilingual Groups**

Findings did not differ much between the monolingual and the bilingual groups. In almost all aspects, positive or negative comments from the bilingual groups were also made in the monolingual groups.

### **5.5 Summary of Overall Reaction across the Four Videos**

#### **5.5.1 Most Encouraging Messages**

Discussions across the four videos suggest that most key census messages were clearly understood by the Vietnamese community. Except for a couple of expressions, such as bắt buộc (required) and đếm số người (counting people), the messages are clear, are culturally appropriate, and sound natural in Vietnamese. The participants did not have much difficulty understanding the messages. The following messages were perceived as motivating or effective:

- Benefits of the census data to local communities, especially to the Vietnamese community (all six groups)
- Mandatory nature of the census and legal requirement for census participation (V1, V3, V4, V5)
- Importance of census participation and use of census data for funding allocation of census (V2, V4, V5)
- Confidentiality assurance of protecting personal information and privacy (V2, V4)
- Indirect reminder of mandatory nature (i.e., “If you cannot do it today, someone else will come back another day”) (V1, V2)
- Burden statement of short amount of time needed to complete the census form (i.e., “It takes only 10 minutes”) (V1)

There is an interesting pattern of message-driven motivation for Vietnamese-speaking participants. Participants found the benefits to be the most encouraging message. The legal requirement message is not in itself encouraging and rather intimidating, but it motivates or forces them to participate. Some participants commented that the mandatory nature message should be included, although many other participants suggested the interviewer

should not mention it because it will only scare people. Otherwise, people would easily refuse to participate.

The way these messages are delivered also plays a vital role. Some features shown in the videos were mentioned as encouraging factors. These are the interviewer's (1) thorough explanations (V1, V2); (2) polite and respectful attitude with appropriate use of Vietnamese honorifics (V1); and (3) presentation of a Census ID Badge as a sign of legitimacy (V3).

### **5.5.2 *Most Common Concerns or Reasons to Refuse to Participate in the Census***

The focus group participants discussed the likely reasons that would deter Vietnamese immigrants' participation in the census. Five main concerns or reasons were mentioned by the participants:

- Lack of knowledge of the census, especially about its benefits and importance (V1, V2, V3, V6)
- Not wanting to disclose any personal or family information (V1, V4, V5, V6)
- Being afraid their personal information may be leaked or misused for crimes such as identity theft or even robbery (V3, V5, V6)
- Fear of losing their current benefits (e.g., health, insurance, immigration) when they provide their personal information to the interviewer (V3, V4, V5)
- Timing of the visit—too busy, being absent at the time of census (V1, V2, V6)
- Low engagement—indifference to the community in general (V1)
- Fear or mistrust of the government or something required by law (V6)
- Not trusting the interviewer at the doorstep who came without a prior notice or appointment (V1)
- Language barrier (V2)

Participants in some groups mentioned two types of people who are not willing to participate in census: (1) those who are undocumented or whose immigration status is not secured (V1, V3, V4) and (2) those who committed a crime (V4).

The Vietnamese-speaking focus group participants did not reach a consensus on the biggest hindrance for Vietnamese immigrants' participation in the census. The lack of knowledge, especially about the importance and benefits of the census, was mentioned most frequently. Concerns related to information security, including not wanting to share personal information, fear of a confidentiality breach, and fear of losing current benefits, were also mentioned as major hindrances.

Participants suggested that providing written documents is as important as interacting with the interviewer to build trust between the interviewer and the respondent. They wanted to

see a document with information about the census, its benefits, and confidentiality assurance. The interviewer's appearance is also important. Wearing clothes that represent the government (e.g., uniform, business formal attire) and a photo ID that is large enough to recognize a person's name and face from a distance will help overcome the concerns of Vietnamese-speaking respondents.

Additional insights about shift in perception and reaction to census messages over time can be viewed in **Appendix I**.

## **5.6 Recommendations**

Findings from the Vietnamese-language focus group discussions show that several common themes emerged regarding what messages worked and what was deemed appropriate behavior in each situation. Based on these findings, we have two sets of recommendations: the first set is on the language barrier situation and the second set is on three other mindsets. The language barrier situation is different from the other three; therefore, it is treated as a separate item in the recommendations.

### **5.6.1 Recommendations for the Language Barrier Situation**

#### *Interviewer Behavior and Appearance*

The interviewer's attire was identified as one of the crucial factors for the interviewer to win trust from a non-English-speaking respondent at the doorstep. If the interviewer's attire shows the interviewer's affiliation, it will be more likely to ease the respondent's fear of opening the door to a stranger, as the fear mostly comes from safety concerns about the legitimacy of the Census interviewer. Therefore, we recommend designing a vest or a t-shirt with the Census Bureau logo on it. The logo should be large enough to see and prominently placed on the t-shirt.

There are two behavioral recommendations for the English-speaking interviewer. First, when the interviewer recognizes that the respondent does not speak English, we recommend the interviewer speak slowly and clearly articulate each word. Second, when the interviewer goes over the Language ID Card with a respondent, the interviewer should let the respondent scan each page without rushing or hurrying. The interviewer should maintain a warm and gentle attitude to help respondents feel comfortable with the language barrier encounter.

#### *Language ID Card*

The current placement of the Vietnamese language has a potential usability issue. Vietnamese is the 52nd language out of 53 listed in the Language ID Card, so it appears almost at the bottom of page 6, the back cover of this material. It may take a long time to find Vietnamese, or some people may give up on finding the language if the person is impatient. In addition, focus group participants pointed out that the current placement of

language name labels on the right margin makes it more difficult to find the language because it does not follow the conventional left-to-right text orientation. Lastly, the current black-and-white design makes the card look less authentic, which can be photocopied by anyone. We recommend changing the design of the Language ID Card in the following ways:


- Add a cover page with the list of all languages and their number (see **Exhibit 5-1**). In order to implement this change, we suggest further testing on our redesign recommendation of the cover page (as visually presented in Exhibit 5-1) to know whether the change would provide better usability across languages.
- Place the language name labels in the left margin of the paper (see **Exhibit 5-2**)
- Increase to 14-size font in the in-language text box. If possible, we recommend adding color.

For any of the above recommended changes, more research and usability testing needs to be done to improve the design and format of the Language ID Card.

There is a potential feasibility issue when the Language ID Card is used alone to obtain telephone numbers from Vietnamese-speaking respondents. We recommend adding an information sheet or brochure. Many Vietnamese-language focus group participants wanted to have more information before they give their personal information. We believe a multilingual brochure was designed to serve an informational purpose in mailings. We recommend the Census Bureau consider handing out the multilingual brochure at the doorstep if the interviewer encounters a non-English-speaking household.

**Exhibit 5-1. Suggested Language ID Card Cover Page Mock-up**

DD-3309 (1-19-2016)

		U.S. DEPARTMENT OF COMMERCE Economics and Statistics Administration U.S. CENSUS BUREAU	
LANGUAGE IDENTIFICATION CARD			
01. English	02. Español/Spanish	03. Shqip/Albanian	04. አማርኛ/Amharic
05. العربية/Arabic	06. հայերեն/Armenian	07. বাংলা/Bengali	08. Български/Bulgarian
09. မြန်မာ/Burmese	10. 广东话 (简体字) /Cantonese-Simplified	11. 廣東話 (繁體字) /Cantonese-Traditional	12. ខ្មែរ/Cambodian
13. Hrvatski/Croatian	14. Čeština/Czech	15. دري/Dari	16. Thuɔŋjäŋ/Dinka
17. Nederlands/Dutch	18. فارسی/Farsi	19. Français/French	20. Deutsch/German
21. Ελληνικά/Greek	22. Kreyòl ayisyen/ Haitian Creole	23. עברית/Hebrew	24. हिंदी/Hindi
25. Hmoob/Hmong	26. Magyar/Hungarian	27. Ilocano/Ilocano	28. Italiano/Italian
29. 日本語/Japanese	30. 한국어/Korean	31. ພາສາລາວ/Laothian	32. Lietuvių/Lithuanian
33. മലയാളം / Malayalam	34. 普通话 (简体字) Mandarin-Simplified	35. 普通話 (繁體字) Mandarin-Traditional	36. Diné Bizaad/Navajo
37. नेपाली/Nepali	38. ਪੰਜਾਬੀ/Panjabi	39. Polski/Polish	40. Português /Portuguese
41. Română/Romanian	42. Русский/Russian	43. Српски/Serbian	44. Soomaali/Somali
45. Kiswahili/Swahili	46. Tagalog/Tagalog	47. ไทย/Thai	48. ትግርኛ/Tigrinya
49. Türkçe/Turkish	50. Українська/Ukrainian	51. اردو/Urdu	52. Tiếng Việt / Vietnamese
53. יידיש/Yiddish			

**Exhibit 5-2. Suggested First Page after Cover Page with Language Labels in the Left Margin of Page**

01. English

Hello, I'm from the U.S. Census Bureau. Is someone here now who speaks English and can help us? If not, please give me your phone number and someone may contact you in English.

02. Español/Spanish

Buenos días (Buenas tardes), soy de la Oficina del Censo de los Estados Unidos. ¿Se encuentra alguien que hable inglés y pueda ayudarnos? Si no, por favor, dígame su número de teléfono; es posible que alguien se comuniqué con usted en español.

03. Shqip/Albanian

Përshëndetje, unë jam nga Zyra e Regjistrimit të Popullsisë së SHBA-së. A ndodhet dikush tani këtu që flet anglisht dhe mund të na ndihmojë? Nëse jo, ju lutem më jepni numrin tuaj të telefonit dhe ka mundësi që t'ju kontaktojë dikush në shqip.

04. አማርኛ/Amharic

ጤና ይስጥልኝ፤ የምደውልልዎት ከአሜሪካ ሕዝብ ቆጠራ ቢሮ ነው። ለረዳን የሚችል እንግሊዝኛ የሚናገር ሰው አሁን ይኖራል? ከሌለ፤ እባክዎን የስልክ ቁጥርዎን ይሰጡኝና በአግርኛ የሚናገርዎ ሰው ይደውልልዎታል።

05. العربية/Arabic

مرحباً، أنا من مكتب الإحصاء الأمريكي. هل يوجد هنا الآن شخص يتحدث الإنجليزية ويمكنه مساعدتنا؟ إذا كان لا يوجد، فالرجاء إعطائي رقم هاتفكم وربما يتصل بكم أحد الأشخاص باللغة العربية.

06. հայերեն/Armenian

Բարեկ Ձեզ: Ես ԱՄՆ-ի Մարդահամարի գրասենյակից եմ: Արդյո՞ք կա մեկին այստեղ ով խոսում է անգլերեն և կարող է մեզ օգնել: Եթե ոչ, խնդրում եմ տվեք Ձեր հեռախոսահամարը և ինչ որ մեկը Ձեզ հետ կապի մեջ կլինի հայերենով:

07. বাংলা/Bengali

হ্যালো, আমি ইউ.সি.এস. জনগণনা দপ্তরের (সেপাল ব্যুরো) প্রতিনিধি। এখন এখানে কি এমন কেউ আছেন যিনি ইংরেজী বলতে পারেন এবং আমাদের সাহায্য করতে পারেন? যদি না থাকেন, অনুগ্রহ করে আমার আপনার ফোন নম্বর দিন এবং কেউ হলে বাৎসর্য আপনার সঙ্গে যোগাযোগ করবেন।

08. Български/Bulgarian

Разрешете да Ви се представя, аз съм служител на Бюрото по преброяване на населението на САЩ. Има ли в момента някой тук, който говори английски и би могъл да ни помогне? Ако няма, моля, дайте своя телефонен номер, за да може някой от нашите служители да се свърже с Вас на български език.

### 5.6.2 ***Recommendations for the Unaware, Fear/Mistrust of Government, and Low Engagement Mindsets***

For all three mindsets of *Unaware*, *Fear/Mistrust of government*, and *Low engagement*, we propose the following:

1. One standard description that includes culturally appropriate nonverbal behavior and appearance, such as ringing the door bell and maintaining appropriate eye contact.
2. One standard opening statement that includes all crucial messages expressed in a culturally appropriate manner.
3. Additional messages that might be most useful to address different types of mindsets or concerns. These messages should be tailored to reflect each respondent's interest based on the respondent's reactions and characteristics.
4. No set order of the messages; however, the explanation of NRFU visit and time burden (10 minutes to complete the census form) should be communicated earlier, as it is a concern shared by most people.

***Exhibit 5-3*** is a summary of these recommendations.

### Exhibit 5-3. Summary of Vietnamese-Language Recommendations for the Mindsets of *Unaware, Fear/Mistrust of Government, and Low Engagement*

#### 1. Interviewer's nonverbal behavior and appearance

- Appearance
- In addition to what is described in the current video scripts, include the following:
- Wear a vest or a t-shirt with the Census Bureau logo on it.
  - Maintain a neat physical appearance (no excessive jewelry or outrageous haircut, makeup, or facial hair; tie hair back if it is very long for tidiness).
- Verbal and nonverbal behavior (culture specific)
- Be friendly, affable, and patient.
  - After ringing the doorbell, keep a distance from the door and step aside.
  - Do not hold the ID badge while waiting. Present the ID at the introduction stage. When showing the ID, do so in a gentle motion.
  - Hold the ID badge at least 10 seconds at the shoulder level. ID badge should not cover interviewer's face when holding it up.
  - Make eye contact but do not fix your gaze as if you were staring.
  - Be mindful of maintaining proper speed and tone when speaking.
  - Maintain friendly and respectful attitude at all times.
  - Use age-gender appropriate addressing terms such as anh/chú/chị/cô, as shown in the table below.

	Female Respondent			
	Younger	About the same age	Older	Much older
IWR	em (young lady)	chị (miss)	cô/bác (Ms./Mrs.)	bà (ma'am)
	Male Respondent			
	Younger	About the same age	Older	Much older
IWR	em (young man)	anh (Mr.)	chú/bác (Mr./sir)	ông (sir)

- Use respectful words such as *dạ*, *thưa*, *xin*<sup>14</sup> whenever appropriate.
- If a respondent is older than the interviewer, greet the person by holding both hands together in front of the body, with a slight bow.
- If the respondent invites the interviewer to enter the house, enter only after trust is established and only if the interviewer feels comfortable and safe.
- If the respondent offers food or drink, it is expected to be accepted to be polite. However, if you do not feel comfortable entering the house, politely reject the offer by saying, "*Dạ cảm ơn được rồi anh/chú/chị/cô* (Thank you ma'am/sir, but I am fine)."
- Take off shoes when entering the house.

(continued)

<sup>14</sup> The Vietnamese words "*dạ*", "*thưa*", and "*xin*" do not have specific meanings, but are used as honorific markers in front of person-pronouns or at the beginning of sentences to show respect when speaking to someone older.



### Exhibit 5-3. Summary of Vietnamese-Language Recommendations for the Mindsets of *Unaware, Fear/Mistrust of Government, and Low Engagement* (continued)

#### 2. Standard Opening Statement (for all three mindsets)

After the respondent answers the doorbell, the interviewer states the following in all situations:

Vietnamese	English
<ul style="list-style-type: none"> <li>▪ <b>GREETING</b> (When respondent says “Who is it?” behind the door) Hello, dạ xin hỏi có ai ở nhà không? (When the door open) (Dạ xin) Chào anh/chị/cô/chú/bà/ông!</li> <li>▪ <b>IDENTIFICATION</b> Em tên là [FIRST NAME]. Em làm việc cho Cục Thống Kê Dân Số Hoa Kỳ. Đây là thẻ ID của em. [Show ID for 10 seconds]</li> <li>▪ <b>EXPLANATION OF NRFU</b> Cục Thống Kê Dân Số đã một vài lần gửi thư đến địa chỉ nhà này hướng dẫn điền bản thống kê dân số nhưng không thấy ai hồi âm.</li> <li>▪ <b>PURPOSE OF VISIT/ BURDEN</b> Em đến đây để giúp điền bản thống kê cho địa chỉ [ADDRESS] này. Chỉ tốn khoảng 10 phút thôi.</li> <li>▪ <b>ADDRESS CONFIRMATION</b> Dạ, có phải anh/chị/cô/chú đang cư ngụ tại địa chỉ này không?</li> <li>▪ <b>IMPORTANCE OF CENSUS/BENEFITS</b> Sự tham gia của anh/chị/cô/chú rất quan trọng vì chính phủ cần biết chính xác số người cư ngụ tại khu vực/cộng đồng này để họ có thể xác định các nhu cầu về cơ sở hạ tầng và dịch vụ cho người dân của khu vực. Cho nên, nếu mọi người trong cộng đồng tham gia thì cộng đồng sẽ nhận được phần ngân quỹ tương xứng với mật độ dân số của cộng đồng. Điều này có lợi cho anh/chị/cô/chú, hàng xóm và cho cả cộng đồng của mình. Càng có nhiều người tham gia thì chính phủ sẽ có thông tin chính xác và cộng đồng sẽ càng nhận được những lợi ích phù hợp.</li> <li>▪ <b>CENSUS APPLIES TO EVERYONE/CIVIC DUTY</b> Tất cả mọi người sinh sống tại Hoa Kỳ đều phải tham gia Thống kê dân số. Điều này không có ngoại lệ. Nếu anh/chị/cô/chú cư ngụ tại Hoa Kỳ, thì anh/chị/cô/chú phải tham gia vào cuộc Thống kê Dân Số. Đây là việc thi hành trách nhiệm của một người dân và cũng là trách nhiệm pháp lý theo Tiêu Đề 13 của Bộ Luật Hoa Kỳ.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>GREETING</b> (When respondent says “Who is it?” behind the door) Hello, anyone home? (When the door open) Hello, ma’am/sir!</li> <li>▪ <b>IDENTIFICATION</b> My name is [FIRST NAME]. I am working for the U.S. Census Bureau. This is my ID badge. [Show ID for 10 seconds]</li> <li>▪ <b>EXPLANATION OF NRFU</b> The Census Bureau has mailed information regarding the census survey several times to this household, but we have not received any responses.</li> <li>▪ <b>PURPOSE OF VISIT/ BURDEN</b> I am here to help with filling out the census form for this address [ADDRESS]. This will only take 10 minutes.</li> <li>▪ <b>ADDRESS CONFIRMATION</b> Are you residing at this address, Ma’am/Sir?</li> <li>▪ <b>IMPORTANCE OF CENSUS/BENEFITS</b> Your participation is very important because the government needs to know the exact number of people living in this area/community, so they can determine the needs for infrastructure and services for the people in the area. If everyone in the community participates, the community will receive the fair share of funding per its population. This benefits you, your neighbors, and the entire community. More participation will give the government accurate information, and the community will receive the benefits it deserves.</li> <li>▪ <b>CENSUS APPLIES TO EVERYONE/CIVIC DUTY</b> Everyone who lives in the United States has to participate in the census. There is no exception. If you reside in the U.S., this is a civic duty and also a legal responsibility, according to Title 13 of the United States Code.</li> </ul>

(continued)

### Exhibit 5-3. Summary of Vietnamese-Language Recommendations for the Mindsets of *Unaware, Fear/Mistrust of Government, and Low Engagement* (continued)

#### 2. Standard Opening Statement (for all three mindsets) (continued)

After the respondent answers the doorbell, the interviewer states the following in all situations:

Vietnamese	English
<p>▪ <b>CONFIDENTIALITY</b> Bộ luật này cũng bảo vệ quyền riêng tư và bảo đảm các câu trả lời của anh/chị/cô/chú sẽ không bị tiết lộ. Đây là tờ thông tin có thêm chi tiết về luật này. [Show the Security Warning Card]</p> <p>▪ <b>BURDEN (EASY, QUICK, HELP)/FUTURE VISIT</b> Các câu hỏi trong bản Thống Kê Dân Số rất dễ và chỉ cần 10 phút là anh/chị/cô/chú có thể trả lời xong. [Em] đến đây là để giúp anh/chị/cô/chú. Chúng ta có thể điền ngay tại đây. Không cần phải vào nhà.  Nếu anh/chị/cô/chú không hoàn thành bản Thống Kê Dân Số này hôm nay thì một nhân viên khác sẽ trở lại đây vào một ngày khác.</p>	<p>▪ <b>CONFIDENTIALITY</b> This law also protects your privacy and guarantees that all answers will not be revealed. This is an information sheet that has more details about this law. [Show the Security Warning Card]</p> <p>▪ <b>BURDEN (EASY, QUICK, HELP)/FUTURE VISIT</b> The questions in this census form are easy, and it only takes 10 minutes for you to answer them all. I am here to help you. We can complete it right here. There is no need to enter the house.  If you don't complete this census form today, then another employee will come back here again on another day.</p>

#### 3. Additional Messages That Might Be Most Useful to Address Different Concerns or Mindsets

If the respondent shows unawareness of the U.S. census, fear or mistrust of the government, or low engagement in civic duties, the interviewer can use the following messages after the opening statement to address each type of concerns:

Vietnamese	English
<p>▪ <b>WHAT IS THE CENSUS</b> Cứ mỗi mười năm một lần, chính phủ Hoa Kỳ tiến hành một cuộc thống kê dân số để biết chính xác số người hiện đang sinh sống tại Hoa Kỳ. &lt;&lt;MIGHT BE MOST USEFUL FOR UNAWARE&gt;&gt;</p> <p>▪ <b>IMPORTANCE OF THE CENSUS</b> Biết rõ về dân số hoặc số người đang sinh sống tại Hoa Kỳ là một thông tin rất quan trọng cho chính phủ vì họ dùng những thông tin này để lập lên những dự án và đề ra những chính sách cho các chương trình và dịch vụ thích hợp cho từng cộng đồng. &lt;&lt;MIGHT BE MOST USEFUL FOR UNAWARE&gt;&gt;</p>	<p>▪ <b>WHAT IS THE CENSUS</b> Every 10 years the U.S. government conducts a census to know the exact number of people currently living in the United States. &lt;&lt;MIGHT BE MOST USEFUL FOR UNAWARE&gt;&gt;</p> <p>▪ <b>IMPORTANCE OF THE CENSUS</b> Clear understanding of the population or the number of people currently living in the United States is a very important piece of information for the government, because they use this information to plan and lay out policies on programs and services appropriate for each community. &lt;&lt;MIGHT BE MOST USEFUL FOR UNAWARE&gt;&gt;</p>

(continued)

### Exhibit 5-3. Summary of Vietnamese-Language Recommendations for the Mindsets of *Unaware, Fear/Mistrust of Government, and Low Engagement* (continued)

#### 3. Additional Messages That Might Be Most Useful to Address Different Concerns or Mindsets (continued)

Vietnamese	English
<p>▪ SIMPLE CENSUS QUESTIONS AND NO SENSITIVE QUESTIONS WILL BE ASKED</p> <p>Các câu hỏi trong Thống Kê Dân Số rất đơn giản. Chúng tôi chỉ cần biết số người đang sống tại đây và một vài thông tin cơ bản về họ, như tuổi và phái tính.</p> <p>Chúng tôi không hỏi về những thông tin cá nhân như số An Sinh Xã Hội hay tình trạng di trú của bất cứ ai. Điều mà khiến nhiều người lo ngại và quan tâm.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR FEAR/MISTRUST AND UNAWARE&gt;&gt;</p>	<p>▪ SIMPLE CENSUS QUESTIONS AND NO SENSITIVE QUESTIONS WILL BE ASKED</p> <p>The questions in the census form are very simple. We only need to know the number of people living here and some basic information about them, such as age and gender.</p> <p>We do not ask about personal information like social security number or immigration status, something that many people are worried and concerned about.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR FEAR/MISTRUST AND UNAWARE&gt;&gt;</p>
<p>▪ OVERALL BENEFITS OF CENSUS DATA</p> <p>Qua các thông tin thu thập từ thống kê dân số, chính phủ Hoa Kỳ sẽ nắm được nhu cầu thiết yếu của cư dân ở các khu vực, và qua đó giúp cải thiện điều kiện và môi trường sống cho người dân tại các cộng đồng.</p> <p>Nếu anh/chị/cô/chú không tham gia thống kê dân số thì chính phủ sẽ không có các thông tin về nhu cầu của người dân ở từng khu vực, và nếu như vậy, họ sẽ không thể phân bổ ngân quỹ thích đáng cho những nơi đó. &lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT AND UNAWARE&gt;&gt;</p>	<p>▪ OVERALL BENEFITS OF CENSUS DATA</p> <p>Using information collected from the census, the U.S. government will understand the necessary needs of the people at each area, and as a result, help to improve living conditions for the people in the community.</p> <p>If you do not participate in the census, the government will not have information about the needs of the people at each area, and therefore, cannot allocate appropriate funds for that area.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT AND UNAWARE&gt;&gt;</p>
<p>▪ TAILORED BENEFITS (ELDERLY CITIZEN)</p> <p>Nếu Thống Kê Dân Số cho thấy có nhiều người cao niên đang sống trong cộng đồng thì chính phủ có thể phân bổ ngân quỹ vào các dịch vụ phục vụ người cao niên như Medicare, nhà dưỡng lão, bệnh viện, phương tiện giao thông công cộng.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR UNAWARE/LOW ENGAGEMENT&gt;&gt;</p>	<p>▪ TAILORED BENEFITS (ELDERLY CITIZEN)</p> <p>If the census shows that many seniors are currently living in the community, the government could allocate funds for services for the elderly like Medicare, nursing homes, hospitals, and public transportation.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR UNAWARE/LOW ENGAGEMENT&gt;&gt;</p>
<p>▪ TAILORED BENEFITS (YOUNG PARENTS)</p> <p>Nếu kết quả Thống Kê Dân Số cho thấy khu vực này có nhiều thanh thiếu niên và trẻ em thì chính phủ có thể phân bổ ngân quỹ để trợ giúp cộng đồng bằng cách xây dựng hoặc cải thiện các trường học, trung tâm giữ trẻ, và thêm nhiều chương trình phục vụ cho thanh thiếu niên.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT&gt;&gt;</p>	<p>▪ TAILORED BENEFITS (YOUNG PARENTS)</p> <p>If the results of the census show that many youth and children are living in this area, the government could allocate funds to help the community by building or improving schools, child care centers, and more programs to serve the youth.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT&gt;&gt;</p>

(continued)

### Exhibit 5-3. Summary of Vietnamese-Language Recommendations for the Mindsets of *Unaware, Fear/Mistrust of Government, and Low Engagement* (continued)

#### 3. Additional Messages That Might Be Most Useful to Address Different Concerns or Mindsets (continued)

Vietnamese	English
<p>▪ <b>TAILORED BENEFITS (VIETNAMESE)</b></p> <p>Nếu kết quả Thống Kê Dân Số cho thấy có nhiều người Việt Nam đang sinh sống trong khu vực này thì chính phủ có thể phân bổ ngân quỹ vào cho cộng đồng người Việt. Ví dụ như, họ có thể xây dựng các trung tâm cộng đồng Người Việt, cải thiện các dịch vụ công cộng để đáp ứng các nhu cầu của người Việt Nam, hoặc phân bổ ngân quỹ vào các trường dạy tiếng Việt cho thanh thiếu niên, các lớp dạy Anh Văn cho người Việt Nam mới định cư.</p> <p>Đồng thời, họ có thể tăng thêm số thông dịch viên người Việt tại các toà án, bệnh viện, v.v. để phục vụ những người Việt Nam không nói tiếng Anh thông thạo.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR UNAWARE/FEAR/LOW ENGAGEMENT&gt;&gt;</p>	<p>▪ <b>TAILORED BENEFITS (VIETNAMESE)</b></p> <p>If the results of the census show that many Vietnamese people are living in this area then the government could allocate funding for the Vietnamese community. For example, they could build Vietnamese community centers, improve public services to meet the needs of Vietnamese people, or allocate funds for Vietnamese-language schools for youth or ESL classes for new Vietnamese immigrants.</p> <p>Also, they may assign more Vietnamese interpreters at courts, hospitals, and so on to serve Vietnamese people who do not speak English well.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR UNAWARE/FEAR/LOW ENGAGEMENT&gt;&gt;</p>
<p>▪ <b>CONFIDENTIALITY ASSURANCE</b></p> <p>Các thông tin của anh/chị/cô/chú sẽ được luật pháp bảo vệ chặt chẽ theo như Tiêu Đề 13 của Bộ Luật Hoa Kỳ.</p> <p>Cục Thống Kê Dân Số sẽ không chia sẻ thông tin của anh/chị/cô/chú với các cơ quan chính phủ nào khác.</p> <p>Điều này có nghĩa là các câu trả lời của anh/chị/cô/chú sẽ hoàn toàn được bảo mật và thông tin cá nhân của anh/chị/cô/chú sẽ không bao giờ bị tiết lộ dù trong bất cứ hoàn cảnh nào.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR FEAR/MISTRUST OF GOVERNMENT&gt;&gt;</p>	<p>▪ <b>CONFIDENTIALITY ASSURANCE</b></p> <p>All your information is securely protected by law, Title 13 of the United States Code.</p> <p>The Census Bureau will not share your information with any other government agency.</p> <p>This means that your answers will remain absolutely confidential and your personal information will never be disclosed under any circumstances.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR FEAR/MISTRUST OF GOVERNMENT&gt;&gt;</p>
<p>▪ <b>ASSURANCE OF NO NEGATIVE CONSEQUENCES ON CURRENT BENEFITS</b></p> <p>Sự tham gia của anh/chị/cô chú sẽ mang lại thêm nhiều lợi ích cho anh/chị/cô/chú và sẽ không ảnh hưởng đến các quyền lợi khác của mình, vì Cục Thống Kê Dân Số không chia sẻ các thông tin của anh/chị/cô/chú với các cơ quan chính phủ khác. [Em] đảm bảo tình trạng di trú hoặc các phúc lợi xã hội mà anh/chị/cô/chú đang hưởng cũng sẽ không bị ảnh hưởng gì.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR FEAR/MISTRUST OF GOVERNMENT&gt;&gt;</p>	<p>▪ <b>ASSURANCE OF NO NEGATIVE CONSEQUENCES ON CURRENT BENEFITS</b></p> <p>Your participation will bring more benefits to you and it will not affect your other benefits. It is because the Census Bureau does not share your information with any other government agency. I assure you that your immigration status or other social benefits you might be currently receiving will not be affected.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR FEAR/MISTRUST OF GOVERNMENT&gt;&gt;</p>

(continued)

### Exhibit 5-3. Summary of Vietnamese-Language Recommendations for the Mindsets of *Unaware, Fear/Mistrust of Government, and Low Engagement* (continued)

#### 3. Additional Messages That Might Be Most Useful to Address Different Concerns or Mindsets (continued)

Vietnamese	English
<p>▪ CONFIDENTIALITY ASSURANCE WITH PENALTY UPON BREACH</p> <p>Tất cả các nhân viên làm việc cho Cục Thống Kê Dân Số đã tuyên thệ bảo mật tuyệt đối các câu trả lời trong bản Thống Kê Dân Số. Nếu [em] tiết lộ bất cứ thông tin riêng tư nào, [em] sẽ phải chịu trách nhiệm trước pháp luật, có thể bị tù hoặc bị phạt tiền, hoặc cả hai.</p> <p>▪ CONSEQUENCE OF NO-PARTICIPATION/REEMPHASIZING CIVIC DUTY</p> <p>Vì tham gia vào cuộc Thống Kê Dân Số là trách nhiệm của tất cả mọi người sống tại Hoa Kỳ, theo luật pháp, nên nếu người nào không tham gia hoặc trốn tránh trách nhiệm này sẽ bị phạt \$100.</p> <p>Nhưng thay vì bắt đóng phạt thì chính phủ muốn nhấn mạnh rằng khi anh/chị/cô/chú tham gia Thống Kê Dân Số là anh/chị/cô/chú đang giúp cho cộng đồng và chính phủ Hoa Kỳ.</p> <p>Bằng cách cho những thông tin chính xác, Anh/chị/cô/chú có thể giúp chính phủ trong các kế hoạch của họ, và giúp cộng đồng có được các dịch vụ và các cơ sở tốt hơn, và có đại diện chính trị tốt hơn. Tham gia vào cuộc Thống Kê Dân Số là tốt cho anh/chị/cô/chú, tốt cho cộng đồng, và tốt cho mọi người!</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT, FEAR/MISTRUST OF GOVERNMENT&gt;&gt;</p> <p>▪ CENSUS PARTICIPATION IS FREE OF CHARGE</p> <p>[Em] không xin tiền của anh/chị/cô/chú. [Em] đến đây chỉ để hoàn thành bản Thống Kê Dân Số với anh/chị/cô/chú. Tham gia vào cuộc Thống Kê Dân Số không đòi hỏi bất cứ lệ phí nào. Sự tham gia của anh/chị/cô/chú rất được cảm kích và rất tốt cho cộng đồng nơi anh/chị/cô/chú cư ngụ.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR FEAR/MISTRUST OF GOVERNMENT&gt;&gt;</p>	<p>▪ CONFIDENTIALITY ASSURANCE WITH PENALTY UPON BREACH</p> <p>All the employees working for the Census Bureau have taken an oath to keep the answers on the census form absolutely confidential. If I divulge any private information, I will take the legal responsibility, such as go to jail or pay a fine, or both.</p> <p>▪ CONSEQUENCE OF NO-PARTICIPATION/REEMPHASIZING CIVIC DUTY</p> <p>Because participating in the census is a responsibility of everyone living in the United States, according to the law, whoever fails to participate will be fined \$100.</p> <p>However, rather than charging a fine, the government wants to emphasize that when you are participating in census, you are helping the community and the U.S. government.</p> <p>By giving accurate information, you can help the government with their planning based on accurate data and help the community to have better services and facilities, and better political representation. Participating in the census is good for you, good for the community, and for everybody!</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT, FEAR/MISTRUST OF GOVERNMENT&gt;&gt;</p> <p>▪ CENSUS PARTICIPATION IS FREE OF CHARGE</p> <p>I am not asking for your money. I am here only to complete the census form with you. There is absolutely no fee to participate in the census. Your participation is greatly appreciated and good for the community you live in.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR FEAR/MISTRUST OF GOVERNMENT&gt;&gt;</p>

#### 5.6.3 Recommendations to Avoid Ineffective Verbal and Nonverbal Messages and Behaviors

We recommend that the interviewers avoid verbal and nonverbal messages and behaviors that would alienate the respondents. Discussions across the four videos show that the following behaviors are less desirable:

- Holding the ID badge while waiting for the door to open.

- Holding the ID badge too high, covering the interviewer's face.
- Not making enough eye contact.
- Speaking in flat, dry tone.
- Looking too persistent rather than persuasive. Before reaching the point of overly persistent, it is recommended the interviewer simply say, "Nếu anh/chị/cô/chú không hoàn thành bản Thống kê Dân Số này hôm nay thì một nhân viên khác sẽ trở lại đây vào một ngày khác (If you do not complete this census form today, someone else will come another day to do so)."

The following messages or presentation of messages are perceived as less effective, and we recommend that interviewers avoid or minimize them if possible:

- Purpose of census: The word đếm số người (counting people) used to explain the purpose of census should be avoided as it may remind the respondents of their experiences under a Vietnamese communist regime. We recommend saying có bao nhiêu người cư ngụ (to know how many people live here) instead (See **Section 5.6.2, Exhibit 5-3, 2**).
- Participation as a legal responsibility: The word luật bắt buộc (required by law) should be avoided because it was perceived too strong and intimidating. We recommend saying trách nhiệm của một người dân (civic duty and responsibility) to soften the tone (See **Section 5.6.2, Exhibit 5-3, 2**).
- The Security Warning Statement was presented to the respondent too late in the interview. This should be presented at the early stage of the interaction along with verbal assurance of confidentiality.
- The burden statement (it takes only 10 minutes) came too late. Some participants also suggested asking "Is this a good time for you to talk?" or "May I take 10 minutes of your time?" right after the interviewer's greeting. We recommend stating "it takes 10 minutes" at the beginning of the introductory statement instead of asking about respondent's time availability to facilitate the communication.

## 6. FINDINGS FROM ARABIC-LANGUAGE FOCUS GROUPS

In this chapter, we report findings from the Arabic-language focus groups, summarizing their reactions to the four videos reviewed during the focus group discussion. Findings are presented in the order the videos were reviewed and discussed in the focus groups: *Language barrier*, *Unaware*, *Fear/Mistrust of government*, and *Low engagement* mindsets. For each video, we document findings in terms of focus group participants' reactions to the interviewer's nonverbal behavior and appearance, verbal behavior (e.g., tone, word choices), key messages, and culture-specific features. We also summarize major issues and concerns that emerged from the group discussions. To facilitate transparency in the reporting of the analysis, transcript excerpts are accompanied by their focus group ID number as specified in **Exhibit 2-5** in the Methods chapter.

### 6.1 Language Barrier

The *Language barrier* video depicts an interaction between a female English-speaking Census interviewer and a female Arabic-speaking respondent wearing a *hijab* (a scarf worn by some Muslim women). In this *Language barriers* situation, the Census interviewer has two goals: identifying the language spoken by the respondent and obtaining a telephone number from the respondent. The interviewer used the Census Language Identification (ID) Card to communicate with the non-English-speaking respondent.

This section summarizes how the participants of the Arabic-language focus groups perceived and reacted to the video. The Arabic-language focus group participants' reaction to the feasibility and usability of the Language ID Card is also summarized in this section.

#### 6.1.1 Summary of Findings

##### *Reaction to How the Interviewer Handled the Situation*

Most participants in all six focus groups reacted positively to how the Census interviewer handled the encounter with a non-English-speaking respondent. Participants most frequently used words such as "kind," "respectful," and "well-prepared" to describe how they felt about the English-speaking interviewer. They were impressed to see that the interviewer was willing to continue communicating with the respondent in a kind and polite way despite the language barrier. The comment in Excerpt 1 exemplifies this reaction:

Excerpt 1. [A6 Lines 219–223]

P13: *[T]here were many positives for the interviewer. Like, mostly for example, her clothing, her presence, she looks proper and ... polite {Note: uttered in English: like}. Two, when she found out that she {Note: referring to the respondent} didn't speak English, she was able to work it out immediately with the respondent, and ... and her withdrawal was done in a very respectful way.*

The respectful “withdrawal” (referring to how the interviewer transitioned from one activity to another) became more effective with the use of the Language ID Card and proper body language. Several participants (A2, A4, A5, A6) interpreted the immediate use of the Language ID Card as a sign of being well-prepared. One participant [A6-P3] found it considerate when the interviewer let the respondent type her phone number directly on the interviewer’s device instead of asking the respondent to tell her the phone number. This way, according to this participant [A6-P3], the respondent would not feel bad if she was unable to say the number in English. Many participants felt that the interviewer’s kindness and the use of appropriate words such as “please” [in English] made the respondent feel comfortable rather than pressured.

While the reaction to the English-speaking interviewer’s performance was positive overall, participants expressed their unease about two scenes in this video clip: opening the door to a stranger and giving the phone number to the Census interviewer. Opening the door to a stranger was considered to be a safety concern by some participants, and it was especially outspoken in three groups (A1, A5, A6). The participants’ concern with safety was exemplified by one participant [A5-P12] when she said, “The problem is I do not open the door to anyone!” They were afraid of opening the door not just to the wrong person who might fake the government ID badge or give a false organization name, but also even to a government employee because “yesterday was safer than now” [A5-P4]. Excerpt 2 illustrates how Arabic-speaking participants feel about a government employee at the doorstep:

Excerpt 2. [A1 Lines 148–154]

P10: *In light of the current political situation, the immigrants, especially the Arabs and Mexicans, would be so scared when they see a government interviewer at their doorsteps. They are already troubled by racial discrimination and fear of racists and extremists who want to harm them.*

To convince Arabic-speaking respondents to open the door, participants emphasized the importance of educating people about the ongoing census and the interviewer’s visit through mass-media advertisements and campaigns in collaboration with schools, houses of worship, and local communities.

Most participants also disagreed with giving the phone number to the Census interviewer. Most participants in all six focus groups indicated that they would not give the phone number to anyone whom they just met, even if the interviewer was “very presentable” [A6-P13] or showed an official government ID badge. They reported that it would never happen if the interviewer is the opposite sex to the respondent. Some participants in A2 and A3 even commented that the interviewer asking for a phone number was especially inappropriate in a language-barrier situation, because the respondent would not fully understand why the interviewer was there and how her phone number would be used.



Instead of asking for the respondent's phone number, many participants suggested that the Census Bureau send an Arabic-speaking interviewer to the address once the respondent's language is identified or leave a contact number so the respondent can call to talk to an Arabic speaker rather than the Census Bureau contacting the household by phone. Even after the participants took a look at the content of the Language ID Card, such concerns and discontent did not dissipate.

In addition, several participants in Group A2 commented that sending interviewers as a male–female pair would relieve previously mentioned concerns to some degree. First, most Arab women would not open the door to a stranger, especially a male stranger. Second, while it is impossible for a female respondent to give her phone number to a male interviewer (or vice versa) in Arab culture, leaving one's phone number to an interviewer of the same sex is possible once trust has been established. One participant in this group [A2-P15] added that sending interviewers as a pair would work for the interviewer's own safety as well. This participant alluded he once worked as a bilingual Arabic-language interviewer, and he encountered more problems with "Americans" rather than with Arab households. He thought interviewers would feel more secure when they make home visits as a pair. Excerpt 3 illustrates this participant's experience:

Excerpt 3. [A2 Lines 82–86]

P15: *We had more problems from Americans, they cursed at us and caused problems for us. {Note: By "Americans," P15 was referring to non-Arabs.} They called us cockroaches. The census should send more than one person to the same house. Some of the Americans ... when they know you are from the government, they think it will affect them politically.*

#### *Reaction to the Interviewer's Nonverbal Behavior and Appearance*

The Arabic-speaking participants liked seeing the interviewer identifying herself with a government photo ID, saying "I am from the Census Bureau." They agreed that the official government ID makes the interviewer look legitimate and credible and gives the respondent some level of assurance. This is shown in Excerpt 4.

Excerpt 4. [A1 Lines 91–95]

P7: *What I liked about the video was that the interviewer had an ID badge and she properly identified herself. She also carried a census bag that had the words Census Bureau clearly printed on the bag. This helps a lot in identifying the interviewer. When an interviewer who carries such a badge and a census bag walks in the neighborhood, people feel comfortable talking to him.*

Reactions like the above comment were observed in five focus groups (A1, A2, A4, A5, A6). Group A3 was the only group in which no one specifically remarked on the interviewer presenting the Census ID Badge. Instead, some participants in Group A3 paid more attention to the English-speaking interviewer's attire. They said that that the female

interviewer's conservative clothing (i.e., not revealing) was respectful and might have played a role in the respondent opening the door to her.

Excerpt 4 also shows some participants noticed the Census Bureau logo printed on the interviewer's shoulder bag and liked it a lot. Indeed, participants in all six Arabic-language focus groups wanted to see clearly visible Census Bureau logos on the interviewers' clothing (as a form of uniform) or even on the vehicles they drive, because they thought the Census ID Badge is not enough to gain full trust on the interviewer's legitimacy. Suspicion and doubts are always present when a person hears the doorbell and sees a person standing at the doorstep. Participants wanted to see something that makes the stranger immediately identifiable before they open the door, as shown in Excerpt 5.

Excerpt 5. [A4 Lines 202–210]

P4: *Clothing for a government employee with a badge {Note: uttered in English: badge} showing that she's a government employee from the Census Bureau.*

M: *Give me an example. What should we add, for example, to her clothing?*

P4: *For example, just like the mailman. When you look at him, he's wearing something that identifies him as a mailman.*

P13, P4: *[Nodding in agreement]*

On the other hand, participants from two groups made brief comments on the interviewer's doorstep manner. While a participant in Group A2 said that the English-speaking interviewer stood professionally during the interaction, another participant in Group A1 felt that the interviewer stood too close to the door and found it disrespectful. This is shown in Excerpt 6.

Excerpt 6. [A1 Lines 143–146]

P7: *The interviewer should not be standing right in front of the door. The interviewer should ring the doorbell and then step aside so when the door opens she would not be viewing what or who is inside the house out of respect to the women and children in the home. This is part of the Arab culture.*

The Arabic-speaking participants' suggestions on the interviewer's appearance and nonverbal behaviors can be summarized as follows:

First, the interviewer's presenting the Census ID Badge will help respondents recognize her as a legitimate government employee once the door is open. The participants preferred to see something immediately recognizable before opening the door and suggested the interviewers wear a uniform with a big Census Bureau logo.

Second, participants made suggestions on the interviewer's attire and doorstep manner when visiting Arab-speaking households. For example, wearing conservative, not revealing clothing is recommended as it is considered as a sign of being respectful. At the doorstep,

interviewers should step aside from the door so the interior of the house is not viewable from the interviewer's standpoint to be respectful to women and children inside the house.

### *Reaction to the Language ID Card*

Three trends were observed across all six focus groups in the participants' reactions to the Language ID Card: First, all participants easily found Arabic in the Language ID Card, because Arabic is the fifth language listed on the front page. Second, most participants liked the idea of using the Language ID Card because it enables communication between the interviewer and the respondent in a language barrier situation. Third, several participants in each group were not fully satisfied or were somewhat disappointed after reading the content of the Language ID Card, mainly because it does not leave any option for the respondent other than giving a phone number to the interviewer, unless someone who speaks English is present at the home<sup>15</sup>.

It is worth noting that the participants' negative reactions to the Language ID were not on its usability in the language barrier situation, but on its feasibility when the fear of giving a phone number to the interviewer, whom they just met, is not fully resolved. This is why the negative reaction was prevalent in all six groups even though most participants agreed that the Language ID Card is useful in this situation. Seeing the content of the Language ID Card only confirms that "It is the same story. They want a phone number," as one participant [A5-P11] said with a sigh.

Participants wanted to have more assurance from the interviewer before they give out any personal information. They gave some suggestions as a means of additional assurance. For example, several participants from two groups (A1, A3) suggested that the interviewer hand out her business card or a small paper with her name and contact number. As described in Excerpt 7, some participants felt this would facilitate a two-way communication.

Excerpt 7. [A1 Lines 184–187]

P10: *First, this {Note: referring to a business card} will help the respondent identify the interviewer easily, and secondly, it is more appreciated when the interviewer gives her card first. This is a good gesture indicating that she wants to make a connection. This affects the respondent in a positive way and makes him wanting to do the same thing.*

Participants in two groups (A4, A6) suggested that the Language ID Card should be supplemented with another document in Arabic, such as a brochure that provides more information about the census, its purpose, its scope, and a contact number. This would help the respondent decide whether she should provide her phone number. In addition, participants in Group A2 pointed out that the current Language ID Card does not look

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<sup>15</sup> The Language ID card reads: Hello, I'm from the U.S. Census Bureau. Is someone here now who speaks English and can help us? If not, please give me your phone number and someone may contact you in English.

authentic because it can be easily reproduced through photocopying. They wanted to see a more prominent logo or an emblem on it.

In addition, some participants in Group A2 commented that the interviewer should be prepared to meet an illiterate respondent who can recognize his language but cannot read the in-language text. As a possible solution, they suggested that the interviewer have a phone number to connect a census-provided Arabic interpreter on the spot or let the respondent make a call to someone she knows who speaks English.

### **6.1.2 Group-Specific Findings: Monolingual vs. Bilingual Groups**

In the discussion of the *Language barrier* video, the concern of opening the door to a Census interviewer was only expressed among the monolingual groups (A1, A5, A6). This concern was not explicit among the bilingual groups, although these groups did express unease about being visited by a Census interviewer during the discussions of subsequent videos. Concerns over meeting a stranger at the doorstep might be intensified by a language barrier situation, where the respondent cannot communicate freely with the English-speaking interviewer.

Another observed difference in reactions concerned the interviewer's doorstep manner: One participant in a bilingual group (A2) commented positively that the interviewer stood professionally during the entire doorstep interaction, while a participant in a monolingual group (A1) thought the interviewer stood too closely in front of the door and found it disrespectful to women and children who might be inside the home. However, these contrasting comments were only from one participant of each group type; thus, this finding may be idiosyncratic rather than a group difference.

## **6.2 Unaware**

The *Unaware* video depicts an interaction between a female Arabic-speaking Census interviewer and a male Arabic-speaking respondent who is unaware of the U.S. census. A scene at the end of the video shows the respondent invited the interviewer to come into the house and offered coffee. This scene was added to see whether accepting the respondent's hospitality is perceived as culturally appropriate by Arabic speakers.

In this section, we summarize the Arabic-language focus group participants' reactions to the interviewer's verbal and nonverbal behaviors, to key census messages, and to culture-specific features brought up during the discussion. After describing findings common to both monolingual and bilingual participants, we will take a closer look to see whether there were differences in reaction between the monolingual and the bilingual groups.

### 6.2.1 Summary of Findings

#### *Reaction to the Interviewer's Nonverbal Behavior and Appearance*

Many participants reacted positively to the Census interviewer's patience, as she gave clear explanations and thoroughly addressed the respondent's concerns. They felt the interviewer's politeness and patience eventually made the respondent feel comfortable. At the same time, however, some participants perceived the interviewer's professional and calm attitude as lacking the friendliness necessary to convince the respondent who was not familiar with the census. According to these participants, the interviewer "looked very humorless and serious" [A1-P10] or was "not as friendly as needed. She was more of a professional" [A2-P2]. Some participants also pointed out that the interviewer did not make enough eye contact, commenting it was unconvincing and not very engaging. While almost all groups (A2, A3, A4, A5, A6) had positive remarks about the interviewer's attitude, three groups (A1, A2, A4) had negative remarks about the interviewer not being friendly enough and not making enough eye contact.

More participants paid attention to the Arabic-speaking interviewer's attire in the *Unaware* video than in the *Language barrier* video. In three focus groups (A1, A4, A5), participants discussed whether the interviewer's attire was appropriate for a person representing the Census Bureau. Only a couple of participants believed that carrying a Census ID Badge and a bag with a Census Bureau logo were enough, while most participants suggested wearing a uniform with a big Census Bureau logo so the interviewer can be immediately recognized as an employee from the Census Bureau. The comment below exemplifies this reaction:

Excerpt 8. [A4 Lines 1013–1016]

P9: *Because my first impression about the interviewer coming in is that she's not an employee from uh... the Census Bureau. The badge alone is not enough; she should be wearing clothes representing the organization with a label {Note: a logo} on it. These things reassure you, right? ... And then introduce yourself and such.*

The Census Bureau sending an Arabic-speaking interviewer was perceived as "the best part" of this video by several participants from Groups A1, A4, and A5. Participants commented that communicating with the interviewer directly in their own language would make them feel comfortable and would be convenient because they would not need to bring an interpreter to the interviewer.

#### *Reaction to the Interviewer's Verbal Behavior*

While some participants liked the interviewer's calm and clear tone, most participants in all six groups did not like the way the interviewer spoke to the respondent. They felt the interviewer spoke too fast; sometimes sounded pushy, as if she were giving orders to the respondent; and read from a script instead of having a natural conversation. In the video, the amateur actor occasionally looked down at her clipboard to remind herself what to say.

Although participants acknowledged the amateurism of the video production, they expressed their concern that it will only make the interviewer look less convincing if it happens in reality. Excerpt 9 reflects this reaction.

Excerpt 9. [A2 Lines 388–391]

- P11: *She has to know what to say, all the details and information about the program. She should understand everything, because she needs to convince me. She cannot be reading out {from a paper}. She needs to explain and convince me about the questionnaire.*

To deliver the messages more convincingly, participants suggested that the interviewer should fully understand what she is going to tell the respondent and be friendlier by speaking in a softer tone with a relaxed voice and by making more eye contact. Some participants in two groups (A1, A3) suggested starting conversation with more cordial greetings such as *يعطيك العافية* (God gives you health) as an ice breaker, instead of a neutral greeting *مرحبا* (hello).

Another common reaction to the interviewer's verbal behavior was that the explanation at the doorstep was too long and verbose. One participant [A4-P14] described the interviewer's explanation as "more than enough." But for many participants in almost all groups (A1, A3, A4, A5, A6), it was too long and often complicated. To make the messages more appealing, participants suggested shortening the explanations and using simpler wording. Additionally, participants proposed using media campaigns, advertisements, and advance mailings prior to the interviewer's visit to reduce the need for long explanations at the doorstep.

The interviewer's use of Modern Standard Arabic (MSA) was discussed in three groups (A1, A2, A3). Most participants who engaged in this discussion agreed that MSA is the most appropriate choice of language for Census interviewers because it is widely understood by most Arabic speakers regardless of dialect. To supplement MSA, one participant [A1-P10] suggested training interviewers on terms commonly used in the local dialects.

Two participants [A2-P8, A2-P9] expressed unease about the interviewer using the terms "Muslims," "religion," or "Arab community." They felt like they were being singled out as Arabs when they believe that the census applies to everyone and that religion was not important to census, as shown in Excerpt 10.

Excerpt 10. [A2 Lines 318–319; 356–357]

- P9: *She mentioned Muslims and religion more than once. She should not mention religion at all in the census, it is not important to the census.*
- P8: *I saw two negative things; first, she should not say Muslim or Arab. We are all the same, she should not mention religion or the Arab Community in the census.*

In actuality, the words “Muslim” or “religion” were not mentioned at all in the *Unaware* video. However, the interviewer did mention the “Arab community” once, to relate to the respondents, when she said “العربي مشاركتك سوف تساعدك وتساعد جيرانك والمجتمع” (Your participation will help you and help your neighbors and the Arab community!).” This reaction may reflect an underlying fear of being targeted based on their race/ethnicity or religion. The only other instance of this reaction was from one participant [A6-P13] on the “Purpose of census” message during the discussion of the *Fear/Mistrust of government* video (see **Section 6.3.1.3**).

### *Reaction to Key Messages*

Participants liked five key census messages delivered by the interviewer in the *Unaware* video: (1) benefits of the census data to local communities, especially to the Arabic-speaking communities; (2) assurance of protection of private information; (3) mandatory nature of the census; (4) brief amount of time (10 minutes) needed to complete the census form; and (5) only basic questions are asked.

Out of these five messages, the benefits of the census data were most favored by the participants. Participants in four groups (A2, A3, A5, A6) found that the benefits message was attractive because it gives them good reasons to participate. They especially liked the wordings *العربي والمجتمع جيرانك وتساعدك سوف* (it will help you and help your neighbors and the Arab community) and *والمسنين للأطفال خدمات* (services for children and the elderly). Excerpt 11 shows how the benefits message was perceived.

Excerpt 11. [A6 Lines 872–878]

- P5: *Yeah {Note: Uttered in English}, her visit was positive. There are benefits that will help us and help others, and we must to do it.*
- M: *What are the benefits?*
- P5: *Like benefits for children, the elderly. These people play a big role in life and we should take care of them and help them.*

For participants in three groups (A3, A4, A5), confidentiality was the most important of the messages. They thought the assurance of confidentiality should have occurred before any lengthy explanations, because this addresses what many Arabs are most concerned about. Excerpt 12 summarizes this reaction.

Excerpt 12. [A4 Lines 980–983]

- P13: *I think they should know the respondents' fears. I mean, let's say that if an Arab is mostly afraid of immigration and stuff {Note: uttered in English: immigration and stuff} then we should be clear, or we should know ahead of time what his fears are so we can reassure him.*

The use of the Security Warning Card was discussed in three groups (A2, A4, A6). Many participants liked having a written document that confirms the interviewer's verbal

assurance of the confidentiality. They suggested that the Security Warning Card should be handed out at the beginning of the interaction along with the verbal assurance. As much as they liked having a written statement that assures confidentiality, some of the participants felt that the current content is not fully reassuring. Participants wanted something that gives them more reassurance on a personal level, such as the business card of the interviewer or a signature and contact information for a higher authority. Excerpt 13 exemplifies this reaction.

Excerpt 13. [A2 Lines 321–326]

P11: *This confidentiality paper {Note: referring to the Security Warning Card} does not prove anything. ... I need something to protect my rights. I would like to have a signature of a manager on a business card, with his phone number that I can call him and hold him responsible, in case the interviewer said anything about my information, so that I will feel more comfortable giving my info.*

In the previous section about the *Language barrier* video, we discussed the Arabic-speaking participants' preference to have additional written assurance supplementing the Language ID Card. Similar suggestions were made when the participants saw the Security Warning Card. It seems clear that the Arabic-speaking participants want to keep the interviewer's business card for their records or as a sign of building mutual trust.

Several participants in two groups (A5, A6) found that the interviewer saying مشمولين وانا انت (I and you have to participate in the census) to explain the mandatory nature of the participation was a persuasive approach. It clearly states that everyone must participate in the census by reminding the respondent that it was not just him, but even the interviewer herself was required to participate.

While positive feedback on the key messages depends largely on the content of the message, negative feedback tends to focus on the order of the messages. Participants felt some messages were said too early, some were too late, and some should have been said but never were. Asking to confirm the address (i.e., هل تسكن هنا في ADDRESS؟ (Please, do you reside here at [Address]?) was the one that many participants felt came too early. Participants in two groups (A1, A2) commented that it did not sound right that the interviewer starts asking questions without giving enough explanations on what the census is about, why the respondent must participate, and the confidential nature of all information.

In one group (A4), participants proposed a couple more messages they would like to hear from the interviewer. First, some participants commented that to be considerate, the interviewer should have asked the respondent at the very beginning if it was good time for him to talk. Second, one participant [A4-P15] suggested adding an assurance that there will



be no negative consequences of participating in the census, such as affecting one's visa or immigration status. Excerpt 14 shows this.

Excerpt 14. [A4 Lines 586–588]

P15: *Maybe if there was uh...they're saying that people are fearful...maybe if we tell them that this is not going to affect anything, not your visa, nor whether you just arrived or came here a long time ago. This will reassure them.*

This suggestion may be most appropriate for the *Fear/Mistrust of government* mindset rather than for the *Unaware* mindset because it addresses the fear of deportation or feeling insecure about their immigration status among Arabic-speaking communities.

Although the order of opening interaction and the key messages were not explicitly discussed in any groups, summing up the participants' feedback and suggestions on the interviewer's messages gives us a general idea of what participants would like to hear and in which order: Once the door open, the interviewer should start with a cordial greeting to break the ice, present the Census ID Badge, ask about the respondent's time availability (e.g., "Do you have 10 minutes to talk?"), and explain the purpose of the visit. Following the interviewer's introduction, the top two messages that participants would like to hear at the beginning are (1) assurance of confidentiality while handing the respondent the "Security Warning Card" and (2) burden statement (it takes 10 minutes to complete the form).

When the moderator asked participants whether they would be willing to participate if they were the respondent in the *Unaware* video, participants who were not willing to participate outnumbered those who were. Participants who were willing to participate were encouraged mostly by the messages they heard while watching the video. Simply speaking, the benefits message was the most powerful for the willing participants from three groups (A3, A4, A6).

The reasons that some participants were unwilling were external to the messages. The participants who did not think they would participate were from four groups (A1, A3, A4, A5). The most common reason for unwillingness was a trust factor—that they could not fully trust the interviewer. Some participants said that they need more information and clarification to be convinced. A couple of participants said they would not agree to an interview without prior notification or coordination of the visit. To some participants, the interviewer's nonverbal behavior and appearance (e.g., whether the interviewer wears a uniform, whether the interviewer is fully knowledgeable and looks confident) were the biggest influences in their decision not to participate.

### *Reaction to Culture-Specific Features*

Two culture-specific interactional features were included in the last scene of the *Unaware* video: the respondent invited the interviewer to come into the house and then offered the

interviewer a drink of coffee. Participants in five focus groups (A1, A3, A4, A5, A6) discussed whether accepting the respondent's hospitality is culturally appropriate or not.

No participant reacted positively to the respondent offering to enter the house or the interviewer accepting the offer. Although some participants mentioned that people often welcome the Census interviewer inside the homes in their home countries, all the participants clearly did not like to see the female interviewer enter the house when the male respondent invited her in. This was mainly due to safety concerns. In the video, the respondent's child was peeking out of the door, but no one mentioned the child's presence. Participants worried that entering the house could cause potential safety issues for the female interviewer.

Besides the safety concern, participants in three groups (A1, A4, A6) felt that it was inappropriate that a female interviewer and a male respondent to have a long conversation, because in some Arab communities, a man does not talk to a woman:

Excerpt 15. [A4 Lines 653–656]

P15: *When the {female} interviewer came and the male respondent opened the door ... there are some Arabs who would not talk to females, being males. In case there was a female in the respondent's house, could he have asked the interviewer to talk to that female instead of him?*

Similar comments were made by several other participants. A male participant's comment in Excerpt 16 explains the cultural avoidance of male–female encounters in more detail.

Excerpt 16 [A1 Lines 289–294]

P10: *As I mentioned before, the interviewer should have had a colleague from the opposite sex just in case the respondent is a home-alone female. The female interviewer can talk to the female respondent, and the male interviewer can talk to a home-alone male respondent. Home-alone female residents will never open the door for a male stranger. Islamic teaching says, إذا خلا رجل بامرأة كان الشيطان ثالثهما (If a man and a woman were alone by themselves, Satan would be there to lure them). Female respondents feel more comfortable opening the door to a female interviewer.*

All participants in all five groups that discussed this topic felt that pairing a male interviewer and a female interviewer as a team is important. This will relieve the safety concerns for both interviewers and respondents and will be considerate of conservative Arab households. One participant [A4-P15] who was vocal about this issue said that the Census Bureau “should preserve the Arab customs” by sending interviewers as a male–female pair.

### **6.2.2 Group-Specific Findings: Monolingual vs. Bilingual Groups**

There are no striking differences between the monolingual and the bilingual groups. In almost all aspects, similar reactions were found in both the monolingual and bilingual groups.

### 6.3 Fear/Mistrust of Government

The *Fear/Mistrust of government* video depicts an Arabic-speaking Census interviewer and an Arabic-speaking respondent who is aware of the ongoing census but is unwilling to participate because of fear or mistrust of the government. In the video, the interviewer and the respondent are both females.

In this section, we summarize the Arabic-language focus group participants' reactions to the interviewer's verbal and nonverbal behaviors, to key census messages, and to persistent culture-specific features in the interaction. After describing findings common to both monolingual and bilingual participants, we will take a closer look at the differences between the monolingual and the bilingual groups.

#### 6.3.1 Summary of Findings

##### *Reactions to Nonverbal Behavior and Appearance*

Participants liked the interviewer's professional attitude, polite manner, and thorough explanations. Participants' reactions to the *Fear/Mistrust of government* video were similar to their reactions to the *Unaware* video. At the same time, participants across all six groups pointed out that the interaction with a fearful respondent requires the interviewer to be friendly and cordial, which was not seen in this video. They suggested that the interviewer maintain eye contact and smile more to help the respondent feel more comfortable and assured.

In the last scene of the *Fear/Mistrust of government* video, the interviewer appeared to take a step inside the house after the respondent had agreed to participate, but the respondent did not explicitly say *تفضل* (come in). Most participants in all groups found it intrusive and inappropriate. They thought that the interviewer should have asked for the respondent's permission or waited for respondent to say, "Come in." Yet some participants in two groups (A4, A5) felt that it was acceptable for the interviewer to step inside because the respondent had acknowledged the written [Security Warning Card] and verbal [doorstep interactions] assurance. Excerpt 17 illustrates this point.

Excerpt 17. [A4 Lines 1294–1308]

- P8: *At the end, when the interviewer finished, the respondent smiled a little and the interviewer entered the house right away instead of waiting for the respondent to tell her *تفضل* (come in). In the beginning the respondent had the door half shut on the interviewer; she didn't want to receive her. The interviewer entered the house right away without the respondent telling her *تفضل* (come in). That's at the end.*
- P13: *We are feeling that when the interviewer is showing the respondent the confidentiality card...*

- P8: *the card [moves her upper body backward as if to say no I don't want this card]*
- P13: *[Addressing P8] No, **to the contrary**, the respondent was accepting that. I mean that when the respondents are being reassured that the information is confidential and that we need to relay it to ... uh, their behavior changes, their point of view changes, and they cooperate.*

One interesting point in this discussion was that no one commented on whether having the interviewer inside the house is appropriate. The focus was on whether entering the house without explicit permission was acceptable. In this video, the interviewer and the respondent are both females, which seems to relieve the participants' safety concern to a certain degree. We will continue this discussion in **Section 6.3.1.4**.

A couple of participants in two groups (A1, A2) pointed out that the interviewer stood too close to the respondent right in front of the door. They suggested that the interviewer should step back a little after knocking on the door to ensure a comfortable distance when the respondent opens the door.

The focus group participants paid more attention to the interviewer's carrying a Census ID Badge and a bag with a Census Bureau logo in the *Fear/Mistrust of government* video than in the previous two videos. Participants in five groups (A1, A2, A3, A4, A6) made positive comments on the Census ID Badge and the shoulder bag with a big Census Bureau logo as visual signs of legitimacy. A couple of participants [A2-P11, A2-P7] suggested that the side of the bag with the Census Bureau logo should face the respondent so the respondent can clearly see the Census Bureau logo even before opening the door. Still, some participants in Groups A2 and A4 believed that wearing a uniform is necessary, because "the uniform and the badge are comforting for us" [A2-P7].

In the discussion of the *Fear/Mistrust of government* video, it was noteworthy that many participants across all six groups pointed out that the interviewer's performance alone would not be enough to relieve fear. As in discussions of the two previous videos, participants commented that they wanted to get familiarized with the census by media advertisements and campaigns via local communities and to have a formal letter from the Census Bureau or notification of the interviewer's visit ahead of time. Some participants were concerned that gaining trust of immigrant respondents would be challenging while many perceive that an unwelcoming atmosphere prevails. Excerpt 18 summarizes this sentiment.

Excerpt 18. (A1 Lines 417–421)

- P10: *I think we should look for a way to assure those immigrants. The assurance should come from top to bottom {Notes: meaning from the higher level of government leadership}. The immigrant is not going to trust the census employee when they are continuously hearing a contradicting message from the media everyday threatening to deport immigrants.*

### *Reactions to the Interviewer's Verbal Behavior*

Some participants liked the interviewer's clear and calm voice. However, most participants across the six groups were not fully satisfied with how the interviewer spoke to the respondent who had fear and doubt. Many participants felt that the interviewer spoke too fast, sounded pushy as if she was giving orders, and was not convincing because she was constantly reading off the script. Many participants felt that the dialogue at the doorstep was too long. Building a cordial atmosphere is especially important when interacting with a respondent who is not willing to participate because of fear or mistrust. The participants suggested that the interviewer should (1) be friendlier, (2) slow down when speaking, and (3) fully understand what she is saying so she does not have to read off a script to be convincing. Starting the conversation with more cordial greetings was also suggested by participants from three groups (A2, A4, A5). Instead of a neutral مرحبا (hello), greetings such as كيف حالك، كيف يومك (how are you, how is your day?), حالك كيف مرحبا (hello, how are you?), or the traditional Islamic greeting عليكم السلام (peace upon you) were proposed by these participants. Excerpt 19 summarizes this reaction.

Excerpt 19. [A2 Lines 506–518]

P2: *The interviewer was إندفاعية (impulsive) {Note: meaning aggressive or forceful}. If the interviewer was a man, it would have been a problem. She should be on the side, to offer respect to the people in the house and should keep good space between them. If she is too pushy, she will not get the respondent to help her. She should be friendlier and whatever the respondent does she should remain calm, as I noticed her voice was changing.*

*[P9 raises his hand]*

M: *P9, go ahead.*

P9: *She should start with حالك كيف مرحبا (Hello, how are you?) To observe the respondent's attitude before she starts explaining why she is there, what she needs to do ... to be friendlier.*

In the discussion of previous *Unaware* video, three groups (A1, A2, A3) commented on the interviewer's use of MSA. In the current discussion of the *Fear/Mistrust of government* mindset, two more groups also discussed this issue (A4, A6). Participants reacted positively in general to the use of MSA as the only way to overcome language barriers amongst Arabic speakers from different regions. However, some participants in Groups A2 and A4 attributed the interviewer's sounding too formal and dry to her use of MSA. They suggested switching into colloquial Arabic whenever possible to make the respondent feel more comfortable.

### *Reaction to Key Messages*

Among the key census messages presented in the *Fear/Mistrust of government* video, the following five messages received positive reactions: (1) no sensitive questions will be asked; (2) benefits of the census data for the Arab community; (3) assurance of confidentiality by mentioning fine or prison terms imposed on the interviewer in case of

security breach; (4) simple census questions; and (5) the mandatory nature of participation. Two messages were especially liked by the participants across all six focus groups: “no sensitive questions will be asked” and “the benefits of the census data to Arab communities.”

The overall positive reaction to the “no sensitive question will be asked,” which was immediately followed by “simple census questions,” shows that this message worked well for the mindset it targeted. Excerpt 01 exemplifies what participants felt when they heard this message.

Excerpt 20. [A2 Lines 477–479]

P13: *She comforted her {Note: respondent} about the census not having anything to do with the social security numbers, only the basic stuff about sex, number of household members and general information.*

Because this message was so crucial, several participants suggested putting it at the beginning of the interaction, rather than in the middle, as shown in Excerpt 21.

Excerpt 21. [A1 Lines 477–479]

P10: *I suggest that the interviewer explains that at the beginning. She should try to **assure** the respondent that the government does not intend to collect social security numbers or any other personal information, but rather to **count the number of people living in the address, their gender, and their age and education level for planning purposes**. The interviewer should say this at the beginning.*

In the *Fear/Mistrust of government* video, the confidentiality assurance was reinforced by the interviewer saying the legal penalties (e.g., fine, prison term) to be imposed in case of any confidentiality breach. A couple of participants in Groups A4 and A5 reacted positively to this additional assurance, saying, “This was more proof for the respondent” [A4-P8]. However, one very skeptical participant [A6-P13] would be assured only if the respondent has the information about the interviewer, as shown in Excerpt 22.

Excerpt 22. [A6 Lines 1021–1026]

P13: *That you {Note: referring to the respondent} have the right to come after me {note: referring to interviewer}. By law, if I divulge any personal information about you ... Because, here [pointing to the TV screen] I heard her say to her, you can come after me, by law ... How do I come after her legally while I don't have anything proving that she came and talked to me and then she spread my information?*

This participant [A6-P13] was suspicious of the government's intent to count people and did not believe the interviewer when she said, “The data will be used to help each community to get its fair share of the funding.” Excerpt 23 shows how this participant's distrust was expressed when she reacted to some of the key messages.

Excerpt 23. [A6 Lines 1135–1145; 1208–1214]

- P13: *Why do you want to count Arabs? Why do you want to count the number of Arabs? There are people from Sudan, from Europe, from Africa, from Ethiopia, from ... OK? ... And the existing neighborhoods are mixed, there are Americans {Note: By "Americans," P13 was referring to non-Arabs.}, Arabs, Europeans ... so you ... if I want ... I have a picture that the American government, serves the American people. ليش إنتو جايين تخدموا العرب (Why are you here to serve Arabs?) I'm not very convinced with this idea ... and the conversation itself was not adequate,*
- M: *What do you mean by the conversation is not adequate?*
- P13: *We want to count, we want to do a census about the Arabs ... what? Do you {Note: referring to the census} want to know how many people seek asylum?*
- ...
- P13: *And at one point, she {Note: referring to interviewer} said that الحكومة بدي توزع المال الأموال على الناس (the government is going to distribute the money to the people) ... is this the truth? Are you being truthful in what you are saying? ... And where's the proof? Why is it going to distribute money to the people?*

This participant [A6-P13] had been the "opinion leader" of Group A6, and several participants agreed by nodding silently to many remarks she made during the focus group discussion. Negative reactions to the key messages in the *Fear/Mistrust of government* video came mostly from this participant [A6-P13] in Group A6. Other groups (A1-A5) were positive overall.

The only exception is the interviewer saying أنا لم آتي لهذا العنوان من أجلك شخصياً (I did not come to this address for you personally) at the beginning of the interaction. In Group A4, one participant [A4-P14] felt that this (I'm not here for you personally) came too early and without any context. To her, it sounded suspicious rather than assuring.

As in the *Unaware* video, the message of the benefits of the census to the Arab community was favored by many participants in four groups (A2, A3, A4, A5) in the *Fear/Mistrust of government* video. For example, a participant in Group A5 [A5-P6] commented that there should be nothing to fear because the interviewer explains that all the information will be kept confidential and the census will benefit the community by improving services for schools and hospitals. Another participant in Group A3 [A3-P1] commented that the interviewer's explanations of the benefits of the census to the Arab community was the turning point for convincing the respondent, who thought that "nobody takes care of Arabs" (A3, Lines 572–574).

Many participants across all groups felt that the dialogue at the doorstep was too long. For example, participants in two groups (A1 and A4) commented that the interviewer should state the essential points and provide explanations only if a respondent asks for more

information. For Group A4 participants, the essential points would be benefits, confidentiality, type of census questions, and the burden statement (i.e., it takes only 10 minutes). Group A1 participants felt that the interviewer should only inform the respondents what census questions ask for and that they are not sensitive questions, benefits, and the mandatory nature of participation. Although there is a variation in what the participants of each group considered to be the most important messages, the common reaction was that once the interviewer provided the key messages, she should deliver the rest of the messages based on the situation and on the question a respondent might ask.

In Group A3, a participant [A3-P15] suggested that the interviewer should explain that she visited this address because the census has not received any response from this household:

Excerpt 24. [A3 Lines 516–526]

P15: *You told us that the census will send the questionnaire by mail or email, and if they do not get a response, they will send the interviewer. No one said that in the video. They should tell the respondent that they did not receive the response and that is why they came to the house. When they make that clear, they are coming because there might have been a mistake by mail or an internet issue therefore they are there to get the information. That way the interviewer will have a better approach.*

M: *So you see that...*

P15: *That she should explain that since they did not get the response, she is there to interview them in person.*

When this participant made his point, several participants nodded in agreement. We included this suggestion in our recommendation of the standard opening statement for interviewers, because this explanation ("I'm here to help you to complete the census form because we have not received any response from this household") applies to all interviewers' visits during the nonresponse follow-up (NRFU) operation.

Participants were divided when the moderator asked them whether they would be willing to participate if they were the respondent in the *Fear/Mistrust of government* video. Participants who would be willing to participate would do so because (1) it is required by law [A1-P12, A3-P12]; (2) confidentiality is assured [A2-P14]; and (3) everything was clearly explained [A3-P1, A4-P8]. Participants who thought they would not participate said it was because (1) the interviewer did not seem convincing when reading off a script [A2-P11]; (2) there was no notification or written document with information sent ahead of time [A3-P10, A4-P14]; or (3) she did not trust what the interviewer said [A6-P13].

### *Reaction to Culture-Specific Features*

As we discussed in **Section 6.3.1.1**, the Arabic-speaking focus group participants' reactions to the interviewer entering the house to continue the interview varied depending on the gender of the respondent and the interviewer. When the respondent was a male and the



interviewer was a female (see **Section 6.2.1.4** for *Unaware* video), most participants in the six groups showed strong, negative reactions because of safety concerns. They also felt that male–female encounters are avoided in more conservative Arab communities. When the respondent and the interviewer were both females as in the *Fear/Mistrust of government* video, no participants mentioned whether having the interviewer inside the house to continue the interview was appropriate. In fact, during the focus group discussion, several participants said that in Arab culture, the conversation at the door would not be long and people often invite an interviewer inside. The following excerpts illustrate these feelings:

Excerpt 25 [A1 Lines 353–357]

- P12: *The meeting took a long time at the door ... I was expecting the talk to be inside. In the Arab culture guests are welcomed inside ... The interviewer should ask the respondent if she can come inside. I think they took a long time talking at the door; this does not normally happen in the Arab culture.*

Excerpt 26 [A5 Lines 705–708]

- P11: *But the interviewer is still, as if she is reading a lecture ... she keeps saying a lot of things ... She needs to be brief and just show her the card {Note: referring to the Security Warning Card}, all of the other things can be in the conversation inside.*

These reactions indicate that inviting a guest inside the house might be taken for granted by some Arabic-speaking households when there is a certain level of trust built between the interviewer and the respondent and when both parties are of the same sex.

### **6.3.2 Group-Specific Findings: Monolingual vs. Bilingual Groups**

We observed no differences between the monolingual and bilingual groups.

## **6.4 Low Engagement**

The *Low engagement* video depicts an Arabic-speaking Census interviewer and an Arabic-speaking respondent who is aware of the ongoing census but is not willing to participate due to disinterest or lack of motivation to do so. In the video, the interviewer is a female and the respondent is a male with an Islamic religious symbol on the door.

In this section, we summarize the Arabic-language focus group participants' reaction to the interviewer's verbal and nonverbal behaviors, to key census messages, and to culture-specific features in the interaction. After describing findings common to both monolingual and bilingual participants, we will take a closer look at whether differences exist between the monolingual and the bilingual groups.

### 6.4.1 Summary of Findings

#### *Reaction to Nonverbal Behavior and Appearance*

Across all six groups, participants had mostly positive reactions to the interviewer's nonverbal behavior in this video, mainly because the Arabic-speaking interviewer in the *Low engagement* video did not show any of the behaviors they did not like in the previous two videos, such as giving long, verbose explanations or stepping in the house without being told *تفضل* (come in). Participants liked the interviewer in this video because she gave concise explanation, started with a cordial greeting, made more eye contact, and read off the script less and did not enter the house. Excerpt 27 summarizes this overall reaction.

Excerpt 27. [A6 Lines 1377–1407]

P8: *Her appearance is nice and neat. Also, she shortened her speech. She didn't talk a lot. She didn't explain more and more every time.*

M: *Does anyone have a remark?*

P1: *I agree with her opinion.*

M: *You agree with her opinion?*

P1: *[Nodding in agreement]*

P13: *Another positive thing is that this time she was making more eye contact with the respondent. Meaning, she wasn't reading the whole time. This eye contact with a human being standing in front of you, gives him importance and respect. If I'm speaking to you, and you're looking somewhere else, this erodes a lot of the trust and connection between people. So here, she gave more time for interacting face to face with that human being standing in front of her.*

P9: *In this case, she didn't go inside. [Smiling] I liked that.*

Group: *Hhh*

P9: *She was brief. She didn't enter. Perfect! Uh, she spoke with kindness ... and that she can do the form at the door.*

#### *Reaction to Verbal Behavior*

In this video, some participants noticed that the interviewer's explanations were shorter and her tone sounded more natural. They liked these changes.

In the video, the interviewer greeted the respondent with a traditional Islamic greeting *السلام عليكم* (peace upon you) after noticing an Islamic symbol on the front door. Participants, especially in Group A2, liked that very much. Participants in Group A5 also liked that the interviewer started the conversation with an apology for bothering the respondent.

On the other hand, some participants in Group A3 suggested that the interviewer should ask respondents if they are the head of the household, instead of asking if they live at that address. Some participants in two groups (A2, A4) commented that the interviewer should

start the conversation by asking if it is a good time for the respondent to talk or if the respondent has 10–15 minutes to talk to ensure full attention from the respondent.

In one group (A4), participants showed mixed reactions to the interviewer's persistence. While most participants felt that was a good way to get the job done, one participant [A4-P15] felt that the interviewer should have withdrawn when the respondent repeatedly said he was tired and did not have time. Excerpt 28 illustrates this discussion.

Excerpt 28. [A4 Lines 1494–1535]

- P15: *The timing! I'm busy and just came from work. I'm not in a position, even for 10 minutes, with the way she was insisting, I will not do it or write or whatever. Give me an appointment for another day, after work ... or even give it to me and I'll send it back by mail. I shouldn't fill it out on the spot.*
- M: *Anyone else sees something negative?*
- P13: *{Note: starts talking at the same time as M} ???, to the contrary, I saw that as a positive. She needed to convince him.*
- P8: *She convinced him.*
- P15: *But I'm not convinced, I'm tired and I can't.*
- P14: *He might lie and not say the truth and rush through the form to finish it. If he's tired ...*
- P13: *Maybe he's saying he's tired in order to avoid them. You know how we are. We do that {Note: uttered in English: we do that}*
- M: *OK.*
- P13: *Positive. Her persistence is positive.*
- M: *You see her persistence as positive?*
- P8: *Yes.*
- P13: *Yes. She didn't insist a lot. She can't just leave when he tells her "no" the first time.*
- P15: *Three times, three times, I had enough already. Three times she kept saying 10 minutes, I'm telling you I just got here and I'm tired and I just finished work???*

Although [A4-P15] was the only one in her group who felt uncomfortable about the interviewer's persistence, another participant in Group A5 [A5-P14] also commented that the interviewer kept insisting without accommodating the respondent's situation. Both participants suggested that the interviewer should be more flexible about this, such as giving him an option to make an appointment for another visit or leaving the questionnaire so she could come back later to pick it up.

### *Reaction to Key Messages*

Two key messages received positive reactions from all six Arabic-language focus groups: the mandatory nature of participation and the burden statement. Both messages were slightly modified from the baseline version to fit for the *Low engagement* mindset, and participants noticed the differences. In other words, in the *Low engagement* video, the mandatory nature message immediately follows the interviewer saying that census participation applies to everyone living in the United States regardless of citizenship or immigration status. In the burden statement, the interviewer states that “the form completion can be done right here. I do not need to enter the house.”

As for the mandatory nature of participation, participants found it especially convincing to know everyone is required to participate by law “even if you are not an American citizen,” “because you live in the United States.” Many participants took it as an assurance that residents must participate regardless of their immigration status. Excerpt 29 depicts this feeling.

Excerpt 29 [A4 Lines 1479–1485]

- P15: *One positive is when she explained to him that it doesn't matter what his immigration status is.*
- M: *What do you mean by that?*
- P15: *I mean, if I was scared about being here because my visa expired or whatever {Note: uttered in English: expired or whatever} ... and I was scared ... so she explained to me that there will be no harm to the respondent.*

What was interesting is that participants did not mention the “immigration status” specifically when they reacted positively to the message that “no sensitive question will be asked” in the *Fear/Mistrust of government* video. Rather than “immigration status,” the participants mentioned mostly not asking about “social security (numbers)” and then about “religion” as the reasons why they liked the “no sensitive question” message. However, when the interviewer said “you have to participate even if you are not a U.S. citizen” to indicate that this legal requirement applies to everyone living in the United States, this becomes a more reassuring way to say that “the immigration status does not matter to the Census Bureau” [A2-P2, A4-P15]. This way, the legal requirement was encouraging rather than intimidating, because it is a right and duty for everyone lives in the United States. Excerpts 30 and 31 describe this feeling:

Excerpt 30. [A6 Lines 1568–1573]

- P5: *They just said it would not make a difference whether one has citizenship or not. Meaning, that it is for everyone, they're saying, for the population number as a whole. There's no discrimination.*

## Excerpt 31. [A1 Lines 527–529]

P10: *Boosting the self-esteem of immigrants, in light of the current political situation and the offensive anti-immigrant's media. Telling the respondents that they are Americans, have the same rights like everybody else and a rule of law is in place, and the census is for their benefit.*

Participants across all six focus groups also liked the burden statement in the *Low engagement* video. Interestingly, while the male participants tend to focus on the “it takes only about 10 minutes” part of the message, participants in female groups (A4, A5, A6) noticed the “I don’t need to enter your home. We can fill the form out right here” part more. Not worrying about whether to invite the interviewer is a “very important positive” [A5-P4] to many female participants, because they are the ones who are more likely to be at home during the day when a Census interviewer comes to visit. Excerpt 32 summarizes this feeling.

## Excerpt 32. [A5 Lines 1142–1143]

P10: *I would worry if they must come in the house, but since she said we can complete it outside, then I would not have a problem.*

On the other hand, participants in two groups (A1, A2) had a similar misunderstanding to another message. In the video, in one scene, the respondent said, “I don’t see a reason why I have to fill out the form,” and the interviewer explained how the census data is used to provide benefits that he and others may need. Some participants in these two groups felt that the respondent’s question was not answered. They interpreted “why I need to fill out the census form” as another way of asking whether participating is mandatory or not. They suggested that the interviewer should give a clear-cut answer, such as “you need to participate because this is required by law,” and then explain the importance and the benefit of the census to convince the respondent.

Participants still liked the benefits message in the *Low engagement* video. One participant in A1 [A1-P10] suggested tailoring the examples of the benefits to the community to avoid long-winded explanations at the doorstep. For instance, “if the respondent is old, the interviewer should focus on the benefits to the elderly. If the respondent is young and has children, the interviewer should focus on the benefits to the youths and children such hospitals, schools and childcare” (A1 Lines 510–513). Although this point was raised by a single participant, adding flexibility to the interviewer’s explanation is important to consider.

Unlike in the previous videos, most participants across all six groups said they would participate if they were the respondent in this video. The benefits message was still the most influential factor for many participants. That the interview can be done outside was another reassuring factor to some participants. Some other participants found the legal requirement and that only simple demographic questions will be asked to be convincing. For the few participants who were not willing to participate, the timing of the visit and the visit

itself were the main reason for not wanting to participate. Some participants (A3-P10, A4-P7, A4-P14) expressed feeling uncomfortable with completing the form with the interviewer and said they would prefer filling it out online or by mail on their own, if it is still allowed when the interviewers are already out in the NRFU operation.

### *Reaction to Culture-Specific Features*

One culture-specific feature observed was a couple of participants in Group A3 who commented that when the door opens, the interviewer should ask if the respondent is the head of the household. To them, this is important because in Arab culture, the head of household is the legitimate person to answer about, or to allow someone to answer about, the household.

### **6.4.2 Group-Specific Findings: Monolingual vs. Bilingual Groups**

We observed no striking differences between findings from the monolingual and the bilingual groups. In almost all aspects, where we observed positive or negative comments from the bilingual groups, similar reactions were found in the monolingual groups. The only slight difference was that two out of three bilingual groups (A2, A4) suggested that the interviewer should ask about the respondent's time availability at the beginning.

## **6.5 Summary of Overall Reactions across the Four Videos**

### **6.5.1 Most Encouraging Messages**

No single message motivated the Arabic-speaking participants in all six focus groups. However, discussions across the four videos suggest that the following key census messages worked well for the Arabic-speaking community. These messages are clear, are culturally appropriate, and sound natural in Arabic. The messages that are perceived as most encouraging or effective are as follows:

- Benefits of the census data to local communities, especially to the Arab community (A1, A2, A4, A5, A6)
- Legal requirement for census participation (A1, A3, A4)
- Confidentiality assurance for protecting personal information and privacy (A3, A5, A6)
- Importance of census and use of census data for funding allocation (A1)

In addition, the following three messages were featured in only one of the four videos but were found to be most encouraging by Arabic-speaking participants:

- Census participation is a civic duty to all U.S. residents regardless of their citizenship or immigration status (*Low engagement*: A1, A2, A4, A5).
- Any information breach will result in legal penalty, such as fine, prison, or both (*Fear/Mistrust of government*: A5, A6).

- No sensitive questions will be asked and census questions are simple (*Fear/Mistrust of government: A2, A3*).

Besides the verbal messages, the way in which these messages are delivered also plays a vital role. The following features shown in the videos were described as encouraging: (1) the interviewer handing out the Security Warning Card as a proof of confidentiality (A3); (2) the interviewer presenting the Census ID Badge as a sign of legitimacy (A4); and (3) the interviewer's thorough explanation and sincere attitude (A5).

### **6.5.2 Most Common Concerns or Reasons to Refuse to Participate in the Census**

The focus group participants discussed the likely reasons that would deter Arabic speakers to participate in the census. Five main concerns or reasons were mentioned by the participants:

- Concern of sharing personal information and its security (A1, A2, A3, A4, A5, A6)
- Fear of government or unspecified fear (A2, A3, A4, A5)
- Interviewer's attitude, demeanor or appearance (A1, A4, A5, A6)
- Timing of interviewer's visit (A4, A5, A6)
- No advance notice (A1, A6)
- Language barrier (A4, A5)

Participants in some groups mentioned there are two types of people who are not willing to participate in census: (1) those who are undocumented or whose immigration status is not secured (mentioned in A3, A4, A6); (2) and those who lack knowledge about the census or about U.S. society in general (A1, A5).

The Arabic-speaking focus group participants did not reach a consensus on a single biggest hindrance for Arabic-speaking immigrants' participation in the census. The concern about sharing personal information was still mentioned most frequently in four groups (A2, A3, A5, A6), followed by mistrust of the government, which was mentioned in three groups (A2, A4, A5). Participants suggested that intensive media advertisements and campaign via local communities such as schools, mosques, and other community organizations would alleviate fear and doubt about census participation and the interviewers at their doorsteps. The interviewers and any materials presented by the interviewers should also look legitimate and official. They suggested wearing a uniform with a visible Census Bureau logo on it and providing business cards for the interviewers to hand out to respondents to gain trust. Some participants also suggested adding a more-prominent logo or emblem to the current Language ID Card and the Security Warning Card because they do not look legitimate enough in their current design.

## 6.6 Recommendations

Findings from the Arabic - language focus group discussions show that several common themes emerged on which messages worked and which behaviors are appropriate in each situation. Based on these findings, we have two sets of recommendations: the first set is on the language barrier situation and the second set is on the three other situations (mindsets). The language barrier situation is different from the other three; therefore, it is treated as a separate item in the recommendations.

### ***6.6.1 Recommendations for the Language Barrier Situation***

#### *Interviewer Behavior and Appearance*

The interviewer's attire is identified as one of the crucial factors for the interviewer to win trust from a non-English-speaking respondent at the doorstep. If the interviewer's attire shows the interviewer's affiliation, it would be more likely to ease the respondent's fear of opening the door to a stranger, as the fear mostly comes from safety concerns or the legitimacy of the Census interviewer.

Therefore, we recommend designing a vest or t-shirt with the Census Bureau logo on it. The logo should be large enough and prominently placed on the t-shirt.

There are two behavioral recommendations for the English-speaking interviewer. First, after ringing the doorbell, we recommend that interviewers step aside from the front of the door so they do not face the interior of the house directly when the door is open. Second, when the interviewer recognizes the respondent does not speak English, we recommend that the interviewer speak clearly, without raising his or her voice. The interviewer should maintain a warm and gentle attitude to help respondents feel comfortable with the language barrier encounter.

#### *Language ID Card*

The current placement of the Arabic language on the Language ID Card is not an issue for Arabic-speaking respondents because Arabic is the fifth language listed in the front page. However, we recommend the Census Bureau consider improving the design to make it look more official. Printed materials being "official looking" is important to Arabic-speaking immigrants because they are often suspicious of people claiming to be a government official and asking for personal information. If possible, we recommend adding a dark-blue Census Bureau logo or an embossed emblem to avoid an impression that the Language ID Card can be photocopied by anyone.

There is a potential feasibility issue when the Language ID Card is used alone to obtain telephone number from Arabic-speaking respondents.

- Informational sheet or brochure: Many Arabic-language focus group participants wanted to have more information before they give their personal information. We



believe a multilingual brochure was designed for informational purposes in mailings. We recommend that the Census Bureau consider handing out this brochure at the doorstep if the interviewer encounters a non-English-speaking household.

- Business card: Most Arabic-language focus groups consistently recommended that the interviewer hand out their business card. Providing personalized business cards to all interviewers might not be realistic in the NRFU operation. However, we recommend that the Census Bureau consider a way to address the idea of business cards to build trust from Arabic-speaking households. For instance, if written material is to be handed out by the interviewer at the doorstep (e.g., information sheet, multilingual brochure), the Census Bureau can consider adding a space to write the interviewer's name and contact information on the printed material.

#### **6.6.2 Recommendations for the Unaware, Fear/Mistrust of Government, and Low Engagement Mindsets**

For the *Unaware, Fear/Mistrust of government*, and *Low engagement* mindsets, we propose the following:

- One standard description of instructions for interviewers that includes culturally appropriate nonverbal behavior and appearance.
- One standard opening statement that includes all crucial messages expressed in a culturally appropriate manner.
- Additional messages that might be most useful in addressing different types of mindsets or concerns and should be tailored to reflect each respondent's interest based on the respondent's reactions and characteristics.
- No certain/desirable order of the messages, but protecting personal information and time burden (10 minutes to complete the census form) should be communicated earlier because it is a concern shared by most people.
- Appropriate verbal reactions such as نعم (yes) or إيه (eh) to show that interviewer is listening.

**Exhibit 6-1** is a summary of these recommendations.

## Exhibit 6-1. Summary of Arabic-Language Recommendations for the Mindsets of Unaware, Fear/Mistrust of Government, and Low Engagement

### 1. Interviewer's verbal and nonverbal behavior and appearance

Appearance	In addition to what is described in the current video scripts, include the following: <ul style="list-style-type: none"> <li>Wear a vest or t-shirt with the Census Bureau logo on it.</li> <li>Wear conservative clothing (i.e., not revealing) to be respectful to Arab households. Long sleeve shirts, long pants or skirts with the hem below the knee is recommended.</li> </ul>
Verbal and nonverbal behavior (culture specific)	We strongly recommend pairing up a male and a female interviewer for Arabic-speaking households. In some Arab communities, men do not talk to women and women do not talk to men. <ul style="list-style-type: none"> <li>Ring the doorbell and step aside. Interviewer should not stand right in front of the door when the door open, out of respect for women and children who might be inside the house.</li> <li>Hold the ID card for 10 seconds.</li> <li>If the respondent invites the interviewer to enter the house, enter ONLY after trust is established and ONLY if interviewer feels comfortable and safe.</li> <li>Make eye contact, but not fix the gaze.</li> <li>Maintain friendly and respectful attitude at all times.</li> <li>Use MSA. Switch to the local dialect if the interviewer shares the dialect with a respondent to build rapport. Add appropriate verbal reaction such as نعم (yes) or إيه (eh) to show the interviewer is listening.</li> <li>Be mindful of maintaining proper speed and tone when speaking.</li> </ul>

### 2. Standard Opening Statement (for all three mindsets)

After the respondent answers the doorbell, the interviewer states the following in all situations:

Arabic	English
<ul style="list-style-type: none"> <li>GREETING <p>مرحباً Hello [Marhaba, neutral]</p> <p>السلام عليكم Peace upon you [Preferred if it is certain that the household is Muslim]</p> <p>صباح الخير Good morning [neutral, optional]</p> <p>مساء الخير Good afternoon [neutral, optional]</p> <p>عفواً على الإزعاج Pardon me, I've bothered you.</p> </li> <li>IDENTIFICATION <p>اسمي [NAME] My name is [NAME] and I work for the bureau of counting people [Census Bureau]; it's a government agency. This is my ID.</p> <p>حكومية. هذه وانا اعمل لمكتب التعداد السكاني وهي وكالة بطاقة تعريفية</p> </li> <li>EXPLANATION OF NRFU <p>لم نستلم استمارة التعداد السكاني التي ارسلت لهذا العنوان سابقاً. We did not receive the person counting form [census form] that was previously mailed to this address.</p> </li> </ul>	

(continued)

## Exhibit 6-1. Summary of Arabic-Language Recommendations for the Mindsets of Unaware, Fear/Mistrust of Government, and Low Engagement (continued)

### 2. Standard Opening Statement (for all three mindsets) (continued)

Arabic	English
<ul style="list-style-type: none"> <li>PURPOSE OF VISIT أنا هنا للمساعدة في تعبئة الاستمارة لهذا العنوان</li> <li>CONFIDENTIALITY/ REQUIRED BY LAW كل المعلومات التي سأحصل عليها اليوم ستبقى مضمونة السريه بحكم القانون كما أن المشاركة في التعداد ملزمة بحكم القانون، تفضل هذه البطاقة فيها المزيد من المعلومات [Show Security Warning Card]</li> <li>NO SENSITIVE INFORMATION COLLECTED/ SIMPLE CENSUS QUESTION الضمان لا نريد معلومات عن الموقف من الهجرة أو الاجتماعي فقط نريد بيانات بسيطة مثل الجنس والسن الخ</li> <li>BURDEN نحتاج حوالي 10 دقائق. ولا حاجة لدخول المنزل</li> <li>WHAT IS CENSUS التعداد عملية إحصائية لعد كل الناس المقيمين في أمريكا و تتم كل عشر سنوات</li> <li>IMPORTANCE/BENEFITS OF PARTICIPATION وهذه المعلومات مهمة لتحديد احتياجات المناطق والسكان من الخدمات والمرافق</li> <li>ASK FOR HELP لطفا مشاركتك ستساعدنا في أداء عملنا وتعيننا علي خدمتكم و خدمة منطقتكم و المجتمع بشكل أفضل هل نبدأ؟</li> <li>ADDRESS VERIFICATION ADDRESS؟ من فضلك، هل تسكن هنا في ]</li> </ul>	<ul style="list-style-type: none"> <li>PURPOSE OF VISIT I am here to help with filling out the form for this address.</li> <li>CONFIDENTIALITY/ REQUIRED BY LAW All information I receive [from you] today will be confidential according to the law, and participation in the counting people [census] is required by law. Here's more information. [Show Security Warning Card]</li> <li>NO SENSITIVE INFORMATION COLLECTED/ SIMPLE CENSUS QUESTION We do not need any information in regards to your immigration status or social security; we just need simple information like the sex, age, etc.</li> <li>BURDEN We kindly request about 10 minutes; we do not need to enter the house.</li> <li>WHAT IS CENSUS The counting people [census] is an operation of counting all people that live in the United States and is done every 10 years.</li> <li>IMPORTANCE/BENEFITS OF PARTICIPATION The census information is important because it will be used to identify the needs of the areas, infrastructure, and services for the people.</li> <li>ASK FOR HELP Please, your participation will help us in doing our job, to serve you, your area and community in a better way. Shall we start?</li> <li>ADDRESS VERIFICATION May I ask, do you live here at [ADDRESS]?</li> </ul>

(continued)

### Exhibit 6-1. Summary of Arabic-Language Recommendations for the Mindsets of Unaware, Fear/Mistrust of Government, and Low Engagement (continued)

#### 3. Additional messages that might be most useful to address different types of concerns/mindsets

If the respondent shows unawareness of the U.S. census, fear or mistrust of the government, or low engagement in civic duties, the interviewer can use the following messages after the opening statement to address each type of concerns:

Arabic	English
<p>▪ IMPORTANCE OF CENSUS</p> <p>التعداد الدقيق مهم ويعتمد على مشاركة الجميع بما فيهم انت وانا. حتى تتمكن الحكومة من أخذ القرارات حسب الأولويات والإحتياجات لسكان كل مجتمع مثل بناء أو تطوير المستشفيات والمدارس والطرق وتوفير الوظائف وغيرها.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR UNAWARE MINDSET/ LOW ENGAGEMENT MINDSET&gt;&gt;</p> <p>▪ PARTICIPATION AS CIVIC DUTY AND RIGHT</p> <p>انه واجب مدني على كل شخص يعيش في الولايات المتحدة بموجب القانون</p> <p>يجب على الجميع بما فيهم انت و انا المشاركة في التعداد</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT MINDSET/FEAR MISTRUST OF GOVERNMENT&gt;&gt;</p> <p>▪ CONFIDENTIALITY WITH STATISTICAL USAGE</p> <p>كُلّ المعلومات تُجمع معاً وتُقدّم بشكل إحصائي. هذا يعني أنّ أجوبتك تبقى مضمونة السريّة ومعلوماتك الشخصية غير مُعلنة.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR FEAR/MISTRUST&gt;&gt;</p> <p>▪ CONFIDENTIALITY ASSURANCE WITH PENALTY UPON BREACH</p> <p>دعني أؤكد لك إن مكتب التعداد السكاني الأمريكي يحترم خصوصيّاتك ويحمي سريّة معلوماتك.</p> <p>كل موظفي مكتب التعداد السكاني قد حلفوا اليمين لحفظ سريّة أجوبة الإستمارة. إذا أفشيت بأيّ معلومات خاصة سأدخل السجن أو أدفع غرامة، أو الإثنين معاً.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR FEAR/MISTRUST&gt;&gt;</p>	<p>▪ IMPORTANCE OF CENSUS</p> <p>Having an accurate census is very important. It relies on everybody's participation, which includes me and you. The results help the US government to make decisions to meet the needs of the residents of each community, like building or improving hospitals, roads, schools, jobs, and more.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR UNAWARE MINDSET/ LOW ENGAGEMENT MINDSET&gt;&gt;</p> <p>▪ PARTICIPATION AS CIVIC DUTY AND RIGHT</p> <p>It is a civic duty that everyone that resides in the United States participates in the census. It is required that everyone including me and you participate in the census.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT MINDSET/FEAR MISTRUST OF GOVERNMENT&gt;&gt;</p> <p>▪ CONFIDENTIALITY WITH STATISTICAL USAGE</p> <p>All the information gathered together is presented in a statistical manner. This means that your answers will remain guaranteed secrecy [confidential] and your personal information undisclosed.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR FEAR/MISTRUST&gt;&gt;</p> <p>▪ CONFIDENTIALITY ASSURANCE WITH PENALTY UPON BREACH</p> <p>Let me assure you that the American Bureau for the counting of people respects your privacy and protects the secrecy [confidentiality] of your information.</p> <p>All the employees from the Bureau for the counting of people have taken an oath to keep the answers on the form secret. If I divulge any private information, I will go to jail or pay a fine, or both together.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR FEAR/MISTRUST&gt;&gt;</p>

(continued)

### Exhibit 6-1. Summary of Arabic-Language Recommendations for the Mindsets of Unaware, Fear/Mistrust of Government, and Low Engagement (continued)

#### 3. Additional messages that might be most useful to address different types of concerns/mindsets (continued)

Arabic	English
<ul style="list-style-type: none"> <li>ASSURANCE OF NO NEGATIVE CONSEQUENCES OF PARTICIPATION</li> </ul> <p>مشاركتك محل تقدير وستبقى لصالحك دائماً. ولن تؤثر عليك في أي شيء كان. ولأن القانون يلزم بالحفاظ على سرية وخصوصية معلوماتك، لن نكشف عن معلوماتك لأي وكالة حكومية غير مكتب التعداد السكاني. النتائج سوف تستخدم فقط لتحسين الخدمات في مجتمعك.</p> <p>&lt;MIGHT BE MOST USEFUL FOR FEAR/MISTRUST OF GOVERNMENT&gt;</p> <ul style="list-style-type: none"> <li>OVERALL BENEFITS OF CENSUS DATA</li> </ul> <p>الحكومة تستعمل المعلومات من التعداد السكاني لتحديد احتياجات المناطق على حسب سكانها وحاجاتهم و ذلك بتطوير أو بناء مراكز حسب احتياجات السكان</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT AND UNAWARE&gt;</p> <ul style="list-style-type: none"> <li>TAILORED BENEFITS (YOUNG PARENTS)</li> </ul> <p>إذا بيّن التعداد وجود العديد من الشباب والأطفال في المنطقة، ممكن للحكومة أن تخصص تمويلات لمساعدة المجتمع بتطوير أو بناء مراكز اجتماعية و مدارس و مراكز رعاية الأطفال.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT&gt;&gt;</p> <ul style="list-style-type: none"> <li>TAILORED BENEFITS (ELDERLY CITIZEN)</li> </ul> <p>إذا بيّن التعداد السكاني وجود العديد من المسنين في , ممكن للحكومة أن تخصص تمويلات لخدمات المسنين مثل دور المسنين و المستشفيات و وسائل النقل.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT&gt;&gt;</p> <ul style="list-style-type: none"> <li>TAILORED BENEFITS (ARABS)</li> </ul> <p>إذا بيّن التعداد السكاني وجود العديد من العرب في مدينة ما، فممكن للحكومة أن تخصص الاموال للمجتمع العربي. مثلاً: ممكن بناء مراكز اجتماعية للعرب و مدارس تدرّس العربية و المزيد من الخدمات. و سوف يوفر الميزان الوظيفي لمتمكلمي اللغة العربية، لخدمة العرب الذين لا يجيدون الانكليزية.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT&gt;&gt;</p>	<ul style="list-style-type: none"> <li>ASSURANCE OF NO NEGATIVE CONSEQUENCES OF PARTICIPATION</li> </ul> <p>Your participation is appreciated and will be used to bring you more benefits. It will not affect you in any way. And because the law guarantees confidentiality and privacy, we do not divulge your information to any government agency other than the Census Bureau. The results will only be used to improve services for your community.</p> <p>&lt;MIGHT BE MOST USEFUL FOR FEAR/MISTRUST OF GOVERNMENT&gt;</p> <ul style="list-style-type: none"> <li>OVERALL BENEFITS OF CENSUS DATA</li> </ul> <p>The government uses the information from the census to find out the needs for areas based on the residents and their needs to build or improve centers depending on their needs.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT AND UNAWARE&gt;</p> <ul style="list-style-type: none"> <li>TAILORED BENEFITS (YOUNG PARENTS)</li> </ul> <p>If the results of the counting reflect many youth and children in the area, the government could allocate funds to help the community by building or improving schools and child care centers.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT&gt;&gt;</p> <ul style="list-style-type: none"> <li>TAILORED BENEFITS (ELDERLY CITIZEN)</li> </ul> <p>If the census showed many seniors in a community, the government could allocate funds for services for the elderly like nursing homes, hospitals, and transportation.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT&gt;&gt;</p> <ul style="list-style-type: none"> <li>TAILORED BENEFITS (ARABS)</li> </ul> <p>If the census results show that many Arabs live in a city then the government will allocate funding for the Arab community. For example: they could build community centers for Arabs and schools that teach the Arabic language and more services. And they will create more jobs for Arabic speakers to serve Arabs who do not speak English well.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT&gt;&gt;</p>

### **6.6.3 Recommendations to Avoid Ineffective Verbal and Nonverbal Messages and Behaviors**

We recommend that the interviewers avoid verbal and nonverbal messages and behaviors that would alienate the respondents. Discussions across the four videos show that it is less desirable for the interviewer to exhibit the following verbal and nonverbal behaviors:

- Standing right in front of the door when the door is open
- Standing too close to the respondent
- Speaking too quickly
- Speaking too robotically, as if reciting from a script
- Speaking in elevated tone or lowered tone
- Stepping in the house without getting the permission of the respondent

The following messages or presentation of messages are perceived as ineffective, and we recommend that interviewers avoid or minimize them if possible:

- Requesting a phone number from the respondent without explaining why. In a language barrier situation, we recommend providing a multilingual information handout (e.g., a brochure) so the respondent can understand the purpose of the census and trust the interviewer's legitimacy.
- Using a neutral greeting like مرحبا (hello). This was not effective, and many participants suggested more cordial greetings to create a friendly atmosphere. The traditional Islamic greeting عليكم السلام (peace upon you) was most preferred, but it should be used with caution, because not all Arabs are Muslims. We recommend using عليكم السلام (peace upon you) if the interviewer can clearly tell the respondent is a Muslim (e.g., by clothing, religious symbols) and using neutral yet cordial greetings otherwise, as documented in the second section of **Exhibit 6-1**.
- Asking the question "May I ask, do you live here at [ADDRESS]?" too early, before respondents understand the purpose of visit and why they are asked to participate. We recommend asking this question at the end of the introductory statement if possible (see the second section of **Exhibit 6-1**).
- Presenting the Security Warning Statement too late in the interview. This should be presented at the early stage of the interaction along with verbal assurance of confidentiality.
- Providing the burden statement (it takes only 10 minutes) too late in the interaction. Many Arabic-language focus group participants suggested asking "Is this a good time for you to talk?" or "May I take 10 minutes of your time?" right after the interviewer's greeting. We recommend stating "it takes 10 minutes" in the introductory statement instead of asking about respondent's time availability to facilitate the communication.

## 7. FINDINGS FROM SPANISH-LANGUAGE FOCUS GROUPS

In this chapter, we report findings from the Spanish-language focus groups, summarizing their reactions to the four video scripts reviewed during the focus group discussion. Findings are presented in the order of the video scripts reviewed and discussed in the focus groups: *Language barrier*, *Unaware*, *Fear/mistrust of government*, and *Low engagement* mindsets. For each video script, we document findings in terms of focus group participants' reactions to the interviewer's nonverbal behavior and appearance, verbal behavior (e.g., words used, tone), key messages, and cultural specific features. We also summarize major issues and concerns that emerged from the group discussions. To facilitate transparency in the reporting of the analysis, transcript excerpts are accompanied by their focus group ID number as specified in **Exhibit 2-5** in the Methods chapter.

### 7.1 Language Barrier

#### 7.1.1 Summary of Findings

Generally, participants did not like the idea of a Census interviewer showing up unannounced at their doorstep. Even though the focus group moderator explained in her introduction that two mailings are sent to addresses before a Census interviewer is sent to visit the household, participants did not think the letter would have informed the household that this would happen. Thus, to them, the visit was entirely unexpected. Furthermore, with Limited English Proficient (LEP) households, it would not be surprising if the letters went unopened, or at the very least, not fully read. For this reason, participants recommended in some groups that a written notice be sent to addresses before a personal visit. This was mentioned in several groups. In S2, for example, a participant mentioned that she would not have talked to the interviewer if she knocked at her door, and recommended that a written notification be sent to the household informing them that an interviewer would visit.

The Language Identification Card was generally well received and participants had no difficulty finding the Spanish text. They felt the card was useful in the scenario of a language barrier situation but had some recommendations for changes to the card.

#### *Reaction to How the Interviewer Handled the Situation*

Participants generally had some positive and some negative impressions about how the interviewer handled the situation. Some remarked how, upon realizing that the respondent did not speak English, she acted in a polite and friendly manner, striving to communicate despite the language limitations. In S1, S2, and S4 some participants liked that the interviewer identified herself, and tried to communicate with the respondent even though she did not know Spanish. A participant in S4 liked that the interviewer knocked gently on the respondent's door.

Participants liked that the interviewer was friendly and that she tried to find a way to communicate with the respondent. She did not appear annoyed with the situation or the respondent. In S4, participants found her patient and friendly; they liked that she was always smiling. In S6, a participant [P10] mentioned that she liked the fact that when the respondent said “No English,” the interviewer responded, “Don’t worry,” and tried to make the respondent feel comfortable. In S3, participants liked that the interviewer was friendly and that she tried to find a way to communicate with the respondent. However, some participants thought that the interviewer was too insistent, even when she could not communicate with the respondent.

In S2, a few participants felt that the Census Bureau should have sent a Spanish-speaking interviewer, and someone suggested that Census interviewers should work in teams with a bilingual interviewer when they go out in the field. In S3, two participants did not like it at all that the interviewer did not speak Spanish.

Another theme that emerged from the discussions was that the interviewer spoke too fast for an LEP respondent to have a chance to understand. In four of the groups (S1, S2, S4, and S5) there were spontaneous comments about this. In S1, a participant explained that non-English speakers might understand a little if someone speaks slowly, and other participants agreed.

Excerpt 1. [S1 Lines 168–169]

P8: Hable un poco más lento. Al ver que no habla inglés... hablar un poco más lento. Porque hay personas que a pesar de que no hablan inglés, a la mejor entiende una que otra palabra. (*Please speak a little slower. Upon seeing she does not speak English... to speak a bit slower Because some people—despite not speaking English, perhaps they understand a word or two.*)

Participants with a similar opinion explained that people who know little English are sometimes able to understand a few things when the speaker speaks slowly, and all other participants agreed. Some participants felt that the interviewer started to speak English immediately and very fast, assuming that the respondent spoke English. Others added that the interviewer should take her time when speaking to make sure the respondent understands what she is saying.

A participant [P3] in S6 suggested that the interviewer first ask, “Do you speak English?” before saying anything else. Presumably, this would let them know if they should use fewer words or speak at a slower speed.

Besides their specific reactions to the interviewer in the video, reflecting about what would be best in a language barrier situation, several participants took issue with the interviewer not being bilingual. In S6, a participant explained that when he first arrived to the United States he just would not open the door to someone who did not speak Spanish, and he thought this would be the case with most non-English-speaking respondents.



In S6, some participants felt that Census interviewers should generally be bilingual and be assigned to different neighborhoods and areas based on the languages they speak. Another participant suggested having two interviewers visit each house, one who speaks English and one who speaks the language that is known to be predominant in the area. But other participants disagreed because they thought that two interviewers at the door would be more intimidating and costlier for the government.

In the same group, several participants felt that the interviewer should have had some type of telephone helpline available at the moment of the visit to be able to connect the respondent by phone with someone who spoke her language.

### *Reaction to Interviewer's Nonverbal Behavior and Appearance*

With regard to how the interviewer was dressed, there were varied opinions. For instance, in two groups (S4 and S5) participants were positive about her clothing.

Excerpt 2. [S5 Lines 184–185]

- P9: *La apariencia pienso que estaba bien, porque cuando uno va a hacer una encuesta debe de andar lo más cómodo, ¿verdad? (I think the way she looked was ok, because when you go to do a survey you should be as comfortable as possible, right?)*

Participants generally felt that the interviewer was dressed appropriately, casually but “nice,” and not overdressed. There was only one participant that did not like the way the interviewer was dressed; she felt that she looked too “sporty” and she wouldn’t inspire her trust if she came knocking on her door.

Excerpt 3. [S6 Lines 242–245]

- P2: *Okay, bueno, primero pues pienso que cuando no... y más un censo que es tan serio... el uniforme tal vez, tiene que ir vestidos de otra manera, no ir como tal de “sport” o el simple carnet, si no pues el logo del censo. Da más confianza cuando uno abre la puerta de su casa, como que... bueno, está uniformada y... y pues fundamental que sepa el idioma. (OK well, first I think that when not... and more so for a census that is serious business, the uniform perhaps, they have to dress differently, not go wearing “sporty” clothes, or just [show] the plain ID card, but the Census Bureau logo instead. It makes you feel confidence when you open the door of your house, like ... well, she is wearing a uniform and ... and it’s essential that she speak your language.)*

Because of how the amateur actor playing the interviewer looked in the direction of the teleprompter (which was situated inside the apartment) while she was talking to the respondent, participants had negative comments about the interviewer not maintaining eye contact with the respondent. In S4, participants thought the interviewer was checking out the inside of the apartment. One participant [P6] felt that the interviewer’s attitude was very “demanding” and the reason why she was looking inside the house was that she

wanted to get inside without having been invited. In another group (S3), however, participants remarked that they liked how the interviewer maintained eye contact with the respondent all the time.

### *Reaction to the Language ID Card*

Overall, participants liked the idea of the non-bilingual interviewer having a Language Identification Card to learn what language the respondent spoke. They also agreed that the Language Identification Card was a very useful tool for communication in a situation like the one depicted in the Language Barrier video. In S1, participants viewed the Language ID card as positive because it showed an effort to communicate with non-English speakers. In S2, this was the case as well, and additionally all participants liked how the interviewer used the language card. However, someone felt that the flash card was too busy, that it had too much text on it, and others agreed. One participant (P3) in S4 added that the message on the card was “clear, short, and concise.”

Across groups, all participants found the text in Spanish without difficulty and all said that identifying their own language was easy. The placement of Spanish immediately below English may have made this comparatively easy. In S5, some participants mentioned that even though Spanish appeared first in the list of languages, they thought any language would be easy to find, that “anyone could quickly identify their language.” [P4]

Generally, participants had negative reactions to the request for a phone number. First, in the video, before seeing the Language Identification Card, they disliked that the interviewer asked for the phone number and they doubted that respondents would provide their true phone number to the English-speaking interviewer.

In S3, a participant [P2] felt that the interviewer was a little “pushy” [term uttered in English] when she asked for the respondent’s phone number. He felt that respondents who did not speak English would not know what the interviewer was talking about and would be suspicious. Two other participants agreed and added that they would not provide their phone number to someone who did not speak Spanish. In S5, the idea of the interviewer being pushy came up again, and a participant felt that the respondent in the video looked scared. In S4, some participants also did not like the way the interviewer asked for the respondent’s phone number. One of them [P5] felt that the interviewer was being too “direct,” and that asking for a phone number was very “personal.”

Participants—as well as the monolingual respondent in the video—have no way of knowing if the phone that the interviewer hands them to enter their telephone number is a Census Bureau device or the interviewer’s personal cell phone. In S4, a participant [P4] did not like that the respondent had to enter her phone number directly into the interviewer’s phone. He felt that writing it down on a card provided by the interviewer or an official document would have been more “legitimate.” In S1, several participants felt the respondent in the

video distrusted the interviewer, and that people in that situation would be unlikely to provide their correct phone number. Participants in this group spoke about distrusting a stranger coming to their house and how to know if the interviewer really worked for the census.

Excerpt 4. [S1 Lines 90–93]

- P3: *...que una desconocida, aunque lleva la identificación que trabaja para el censo... que una persona que llega a tu casa un día y te pida tu teléfono y que sea para... no sé hay muchas personas que también se pueden negar a da su información, por ejemplo, su número telefónico a una persona sin saber si en realidad es cierto que trabaja para el Censo. (...that a stranger, even if she carries the ID that (shows) she works for the Census (Bureau)... that a person comes to your home one day and asks for your phone number and that it's for ... I don't know, many people could also refuse to give a person their information, for example, their phone number, without knowing if it's actually true that she works for Census.*

Excerpt 5. [S2 Lines 205–207]

- P10: *Ahí usted actúa si le va a dar su número de teléfono o no porque ya ve que ahorita hay mucho temor de eso. Tal vez ahí pueden dar cuando llega la del censo puede dar una información, que tenga las preguntas en español y que pueda... (There you act if you are going to give her your phone number or not, as you see nowadays there is a lot of fear of that. Perhaps when the woman from Census arrives, she can give some information, that has all the questions in Spanish and that can...*

Excerpt 6. [S1 Lines 235–238]

- P12: *...Una hojita en la que pueda anotar su nombre, la dirección y que ella ponga su número de teléfono y darle el número de alguien para que se comunique con ella en español. Porque si yo doy mi número, no se lo voy a dar correcto y si le doy el mío a la mejor no contesto. (A sheet where you can write down your name, address and she can write her phone number and give you the number of someone with whom you can communicate in Spanish. Because if I give my number, I will not give the real one, and if I do give my actual number, perhaps I will not answer a call.)*

This idea of providing a fake phone number was also present in two other groups (S2 and S3) where a participant attributed this to the fact that Spanish-speaking respondents would feel intimidated by the interviewer and another thought the respondent would give a fake number just to get rid of the interviewer.

In S6, a participant said that she did not see the need to provide their phone number. Another participant added that if they needed the phone number to schedule a visit, they should just mail a note informing the respondents when they should expect an interviewer.

Additionally, in S1 some respondents felt rather than asking the respondent to provide her phone number, the interviewer should simply make a note that the language of the household is Spanish, so they could later send a Spanish-speaking interviewer.

Excerpt 7. [S1 Lines 191–193, 202–203]

- P3: *Yo quería decir algo bueno que hizo, pero... como ella sabe hablar español, tomarle la dirección. Poner, por ejemplo, en esta dirección se habla español, y entonces tratar de mandarle a una persona que hable español. No coger el teléfono, sino decir en esta dirección se habla español. (I wanted to mention something good she did, but... since she [the respondent] can speak Spanish, she [the interviewer] could take down the address. She could, for instance, write down that Spanish is spoken at this address, and then try to send someone who speaks Spanish. Not to get her phone number, but rather note that at this address Spanish is spoken.)*
- P3: *Que la entrevistadora le ponga, en esta dirección no se habla inglés, español.... Para que manden por ejemplo alguien que haga esa entrevista en esa área solamente en español. (That the interviewer write down, at this address no English is spoken, Spanish... So they will send, for example, someone who will do this interview in this area only in Spanish.)*

In two groups, there were positive reactions to the request for the phone number. In S6, a participant had initially said that he would not provide his phone number to someone who did not speak Spanish. However, after seeing the Language Identification Card, he changed his mind and said that he would be willing to provide his phone number.

Excerpt 8. [S6 Lines 263–267]

- P7: *Cuando una persona ya te presenta este tipo de... de documento, hablando de que estamos en [CITY] y áreas conurbanas, estamos hablando de que hay por lo menos unos cincuenta diferentes... es imposible mandar a alguien que hable cincuenta idiomas. Entonces, ya viendo este tipo de documento ya cambiaría la perspectiva. (When a person shows you this type of... of document, considering we are in [CITY] and suburbs, we are saying that there are at least about fifty different... it's impossible to send someone who can speak fifty languages. So, seeing this kind of document, things would look different.)*

He thought that other people would also provide their phone number after seeing the Language Identification Card. In S3, the participants also liked that the interviewer was able to get the respondent's phone number and told her that someone who spoke Spanish would contact her.

Participants had some recommendations for improving the card. In focus group S5, a couple of participants suggested increasing the font size for the name of each language so it would stand out. Two participants thought turning the card into a booklet would make it easier to handle at the doorstep. In S1, a participant recommended adding the interviewer's name on the card.

Other recommendations participants made would not be practical to implement for a number of reasons. For example, in S3, a participant felt that the card should explain in every language what the census is about. He did not think that having the title at the top in English with the census logo was enough. He felt that many people who have never

participated in the census and did not know what the census is for would not find the Language Identification Card useful. While these are valid points, the number of languages that need to be covered on the Language Identification Card make it difficult to add lengthy explanations in each language on what the census is about or other topics.

Other participants in that group suggested showing each language in a different color to distinguish between all the different languages. With over 60 different languages, using that many colors may be difficult and distracting.

Participants had recommendations for changing the content of the text in each language. In S1, a participant [P14] suggested that instead of saying “Es posible que alguien se comunice con usted en español,” (It is possible that someone may contact you in Spanish,) as a declarative sentence, this should be phrased as a question, “¿Le gustaría que alguien le llame en español?” (Would you like someone to call you in Spanish?).

In three of the groups (S1, S2, S4) some participants suggested that the interviewer give the respondent a printed notification in Spanish. In S1 and S2, this suggestion included that the printed notification indicate the purpose of the visit, the census, and that someone who spoke Spanish would visit them later, and everyone agreed. Another participant recommended that a printed notification should include a phone number to call in Spanish to obtain further information.

Excerpt 9. [S1 Lines 242–244)

P12: Refuerzo un poco lo que dijo la señora al principio, deberían también buscar otro escrito en español, de manera que también tenga los números a donde se pueda llamar en español, de manera que ella lea y sepa con base de que se trata ese censo. (*I'd like to reinforce a bit what the lady said at the start, they should also look for some other write-up in Spanish, so it would also have the numbers you can call in Spanish, so she would read it and know what this census is about with some support.*)

Another participant suggested that the interviewer should have individual cards for each language. In S4, participants wished the written explanation in Spanish also mentioned that another interviewer who speaks Spanish would come back to visit them.

### **7.1.2 Group-Specific Findings: Monolingual vs. Bilingual Groups**

Views about how to best handle the situation depicted in the Language Barrier Video and opinions about the usefulness of the Language Identification Card were fairly similar across groups, and no particular patterns could be identified that distinguished monolingual participants from bilinguals.

## 7.2 Unaware

### 7.2.1 Summary of Findings

#### *Reaction to Interviewer's Nonverbal Behavior and Appearance*

In the first two groups, S1 and S2, participants noticed that the interviewer appeared uncertain of being at the right address. The way the interviewer looked at the apartment door several times and appeared to check the apartment number multiple times made it appear so. In S2 a participant recommended and others agreed that the interviewer should write down the number after checking it once on the door and not look at it again on the actual door. Generally, across groups participants thought the interviewer should smile more.

#### *Reaction to Interviewer's Verbal Behavior*

This was the first video shown after the Language Barrier scenario. Generally, participants in all groups liked that this time the interviewer was a Spanish speaker. Several respondents across groups had a number of additional positive reactions. They generally appreciated that she had answers to every question the respondent raised. For instance, participants in S1 felt the interviewer was well prepared and that she answered all questions with confidence.

Excerpt 10. [S1 Lines 387–388]

- P3: Me gustó porque fue una persona preparada y tenía toda la respuesta al puño de la mano, que no tuvo ninguna duda en responderle todo lo que ella le preguntaba. (*I liked it because it was a qualified person and she had all the answers on hand, she showed no hesitation as she answered everything she (the respondent) asked her.*)

In S4, participants felt that overall the interviewer conveyed “assurance and clarity.” One participant liked that the interviewer was able to make the respondent feel so comfortable, that she even invited the interviewer inside her house and offered her a glass of water. Participants also liked that the interviewer was flexible and that she said she was willing to come back at a time more convenient to the respondent.

In S2 a participant liked how patient the interviewer was.

Excerpt 11. [S2 Lines 299–301]

- P1: Que con mucha paciencia le explicó el proceso y de qué se trataba y que le aseguró que de manera confidencial... Me gustó la manera en que ella explicó, que contestó las preguntas de la persona. (*That she used great patience to explain the process and what it was about and she assured confidentiality... I liked how she explained, how she answered the person's questions.*)

On the other hand, in most groups some participants had issues with the interviewer verbal behavior. There was general consensus that the interviewer did not appear to be friendly. In

S2, participants said she lacked warmth, spoke too fast, and one person even described her as robotic, while others agreed. One participant said she would not respond to an unfriendly interviewer like that. In other groups, there were similar views about the robotic nature of the interviewer's delivery: in S3 and S6 participants felt the interviewer appeared to be reciting what she had learned by heart, that she appeared "mechanical." In S4, further comments about the robotic delivery, were followed by a discussion of how the interviewer might have been conducting interviews all day and might not have time to converse with the respondent, but participants felt that it was very important that the interviewer look more "relaxed."

Excerpt 12. [S4 Lines 300–302]

P3: *Sí, es lo que iba a decir, aparte de lo que ya mencionamos, un poquito más relajada. Yo sé que a lo mejor están todo el día haciendo una encuesta tras otra y así, y ya no tienen tiempo de ponerse a platicar contigo... (Yes, that's what I was going to say, aside from what we already mentioned, a bit more relaxed. I know that perhaps they are out all day doing one survey after another and therefore, and they no longer have time to start chatting with you...*

Some participants felt that the interviewer was speaking too fast and perhaps some respondents would not understand what she was saying. One participant suggested that the interviewer speak more slowly and use simpler language.

Excerpt 13. [S3 Lines 315–317]

P3: *Eso también, como que simplificarlo y muchas veces el problema que tenemos nosotros, aunque hablemos el mismo español, en... te entendemos las palabras de diferente manera. Tal vez hacerlo un poquito más sencillo, más amigable en la forma de comunicarte. (That too, like it should be made simpler and the problem we often have, even though we speak the same Spanish, we under... understand words differently. Perhaps to make it a little simpler, friendlier in how you communicate.)*

In S6, a participant did not like that the interviewer provided too much information presented too fast for the respondent to be able to process it. Another participant added that if an interviewer spoke this fast, it would be particularly problematic for older people and people without higher education, because they would not be able to understand what the interviewer is saying.

Despite the recommendation that the interviewer use simpler language, participants generally felt that none of the words she used were hard to understand or were not culturally appropriate for Hispanics. However, some participants in group S5 took issue with the opening sentence from the interviewer, when she said "Hola, perdóneme que la moleste." (Hi, please forgive me for bothering you). They felt that although it was politely phrased, it could have a negative connotation. They felt it could sound like "I have come to

interrupt you" or "I have come to bother you." They suggested opening up with a brief, polite greeting, a simple "Good morning, how are you?" as icebreaker.

This notion of using more pleasantries in the initial contact was also discussed in S2:

Excerpt 14. [S2 Lines 366–369]

- P2: *Ella dijo buenas tardes, o algo así. No puse atención o no lo dijo. Necesita agregar algo más, como, buenas tardes, no sé, quizás agregar algo más, ¿cómo se encuentra el día de hoy? Porque a veces la comunidad hispana también nos gusta que alguien nos salude, que nos digan buenas días, buenas tardes, cómo está. (She said good afternoon, or something like that. I did not pay attention or she did not say it. She needs to add something else like, good afternoon, I don't know, perhaps add something else, how are you doing today? Because sometimes the Hispanic community, we like it when someone says hello, (we like them to) say good day, good afternoon, how are you.)*

Excerpt 15. [S2 Lines 398–399]

- P4: *Además de agregarle el saludo, preguntarle si tiene tiempo, antes de que esté gastando el tiempo de ella y de la otra persona. ¿Tiene tiempo?, va a tomar unos 5 a 10 minutos. (In addition to adding a greeting, (she should) ask if she has time, before she wastes her own time and the other person's. Do you have time? It will take about 5 to 10 minutes.)*

Finally, one participant felt the interviewer could be more tactful in her approach to persuade the respondent to cooperate, in case the respondent had concerns about immigration status, but in general that group felt that the interviewer's demeanor was appropriate.

Excerpt 16. [S1 Lines 481–484]

- P13: *De acuerdo al idioma estaba muy claro, de acuerdo al idioma, pero sí como decían algunos acá, tenía un poquito de más delicadeza para... llegamos a un hogar de personas hispanas, no sabemos cómo es la situación, hay un cierto temor del gobierno, entonces para que ellos puedan abrirse y cooperar, falta un poquito de más tacto. (Regarding the language used, it was all very clear, regarding the language; but yes, like some others here said, she had a bit more tact to... when we arrive to a Hispanic household, we don't know what the situation is, there is some degree of fear of the government, so for them to open up and cooperate, a bit more tact is necessary.)*

### *Reaction to Key Messages*

Participants focused on three of the messages delivered in this video: (1) confidentiality of the information, (2) benefits to the community, and 3) mandatory participation.

The message about the confidentiality of the information was well received. In group S4, for example, participants liked that the interviewer mentioned that the information provided by



the respondent would be kept in strict confidence and thought that this was the one thing that made the respondent in the video feel comfortable.

The message about benefits to the community was well received. In S1, one participant felt that learning about the benefits to the community that can come from people responding to the census was a strong reason to participate.

Excerpt 17. [S1 Lines 349–352]

- P5: *Me gustó bien como la entrevistadora se llegó a presentar y vi muchas cosas positivas, no más que si hay desconfianza. Pero positivas en cuestión que están dando a entender pa qué es el censo. Son personas que... somos de otros países, que no entienden qué es el censo. Ella le dijo que para los ancianos, los niños, las escuelas y todo eso. Y eso me gustó. (I liked how the interviewer arrived and introduced herself and I saw many positive things, it's just that there is mistrust. But positive in the sense that they are trying to convey what the census is for. They are people that... we are from other countries, people who do not understand what the census is. She said it is for the elderly, the children, the schools and all that. And that I liked.)*

Participants in two groups suggested that interviewer references to uses of census data are important for the Hispanic community and they should be mentioned (S3). In group S6, participants suggested that the interviewer tailor information about benefits of census data to benefits that would be relevant to the specific respondent. For example, if the interviewer sees that the respondent has children, she should talk about how census data about children may lead to more schools or day care centers in the area, while an older household should be told about potential benefits for the elderly.

The message about mandatory participation was not well received. While a participant in S4 did like that the interviewer explained that everyone is required to complete the census form, including herself, most participants across groups had negative reactions. For some of them, the problem was the concept of mandatory participation, while in other cases participants took issue with the wording used to express that concept. In two groups (S1 and S2), for instance, participants expressed strong dislike for the phrase “por ley” (by law) and “obligación” (obligation).

Excerpt 18. [S1 Lines 447–450]

- P14: *Creo que se debería decir, ah... que no, no utilicen la palabra por ley, sino que todos los que vivimos en Estados Unidos debemos contestar el censo. Porque al decir ciudadanos yo sé de antemano que no soy ciudadana, entonces no sabemos a qué se está refiriendo. Cuando dicen ciudadana se está refiriendo a los que tienen social y esas cosas. (I think they should say, uhhh... that they don't use the word 'law,' but rather that all of us who live in the United States must answer the census. Because when you say citizens I already know that I'm not a citizen, so we don't know what they are referring to. When they say citizen they are referring to those who have Social (Security Number) and that stuff.)*

Excerpt 19. [S2 Lines 423–425]

- P5: *Sí, cuando ella dijo... la vecina, el vecino, ella fue como, me pareció, eso fue lo que yo capté ¿no?, como una imposición. Fue, fue tan, tan recta, que a mí no me gustó. Cuando ella le dice, su vecino también, aquí todos estamos obligados... A mí ella me dice eso, ¡y a mí no me va a gustar! (Yes, when she said... the neighbor, the neighbor, she was like, it seemed to me, that is what I understood, no? It was like an imposition. She was so, so direct, that I did not like it. When she tells her, your neighbor too, here we are all required... If she tells me that, I will not like it!*

Another participant [S2-P1] recommended using softer language such as "...es nuestro deber como ciudadanos" (it's our duty as citizens). While most others agreed to the term "deber" (duty), they disagreed with the term 'ciudadano' (citizen) in the wording this participant proposed, preferring to be more inclusive by referring to the people living in the United States. Some participants felt it would not be necessary or helpful to mention the government. Another recommendation from participants was: "un deber de las personas que viven en los Estados Unidos" (a duty of people living in United States).

In group S6, participants also objected to the term "obligación" (obligation). One participant [P7] commented: "A mí nadie me puede obligar a hacer algo que yo no quiero" (No one can force me to do something I do not want to do.) Another participant said that hearing the interviewer say completing the census was "required" would make him not want to complete it. He added that perhaps reading the Security Warning Card the interviewer gave the respondent would make him change his mind because to him something written would be more convincing than anything the interviewer had to say.

In three groups (1, 4 and 5), participants unanimously said they would complete the census with the interviewer after watching the video. They felt the interviewer had been persuasive and offered the kind of information they needed to make a positive decision thanks to the fact that the interviewer "was able to completely answer all the questions and concerns the respondent had."

While some participants were motivated to complete the census by watching the video, others felt they would not participate after such interaction with an interviewer. In S5, a participant said that she would participate because the interviewer was articulate, she provided information, said that everything was confidential, and inspired trust. In group S6 most participants said they would participate, and one [P8] added that he would complete the census form because the interviewer had said "you are required," and he felt that left him no choice.

In contrast, in S3 most participants answered that they would not participate because of "fear" and "mistrust." In S2, participants were equally divided: half were persuaded while the other half of the group had concerns. They did not like that the interviewer fired off so much information so fast. They preferred having the interviewer leave them printed

materials to review before making a decision, and that those materials would include a Census Bureau telephone number to check on interviewer legitimacy.

Finally, as we would later see in more detail in other videos, here too some participants did not like how much emphasis there was on verifying the address, either by asking the question or looking at the apartment door.

Excerpt 20. [S1 Lines 396–399]

- P3: *Lo único que... Lo único es que en la apariencia, ella miraba mucho la puerta como buscando la dirección. No sé si ya la tienen escrito o algo la dirección, porque ahí también puede crear inseguridad porque está viendo solamente la puerta. No sé si la tiene en un papel, tú puedes estar leyendo en el papel, no estar mirando la puerta. Usted vive aquí... (The only thing is that ... The only thing is that it appeared, she looked too much at the door as though she was looking for the address. I don't know if they already have the address written or something, because right there they can also create insecurity because she is just looking at the door. I don't know if she has it on a piece of paper, you can be reading it on the piece of paper, rather than looking at the door. You live here...)*

### *Reaction to Culture-specific Interaction Features*

Across groups, both monolingual and bilingual, some themes emerged that are of particular relevance to Hispanics. They recommended that the interviewer act friendlier, and interact more with the respondent rather than giving long explanations. They felt a conversation would be more conducive to securing participation and that a smile was important to build rapport. Some dissenting voices felt that some Hispanics prefer to be treated in a professional manner and addressed “straight to the point” like Americans [S2-P5].

The reactions described above in Section 7.2.1.3 regarding mandatory participation also have a cultural dimension in terms of interviewer-respondent interaction. For many people in the Spanish-speaking immigrant population who are undocumented or have family members who are undocumented, mentions of “the law” by the interviewer can negatively influence the interaction and respondents’ willingness to cooperate and respond to the census. This was discussed at some length in group S3 where a participant felt that mentioning that participation in the census is required by law was “necessary,” because otherwise no one would complete it while others objected. Those who disagreed felt that the interviewer should not talk about “the law” or mention that completing the census is “obligatorio” (required) because it could scare people and deter them from participating, especially those who are undocumented. Participants referred to ongoing immigration raids and the immigrant community’s fear of the government and deportations.

Participants had a number of ideas about how to approach Spanish-speaking households. They raised concerns in some groups about how the 2020 Census will be harder to complete because people in the Hispanic community are nowadays more afraid than ever of the

government. In group S5, for example, they stressed the need for a wide-reaching media campaign in advance of Census interviewer visits.

As in the *Language barrier* video, some participants were concerned about an unannounced interviewer visit. For instance, in group S4, participants felt that it was important for the respondent to know when she should expect a visit from the Census interviewer. This way she could prepare and make sure someone was home to open the door. They suggested a notice of impending visit be mailed to the address. Once at the address, some participants (for example in group S6) thought that interviewers should mention early in the interaction that two letters were sent to the address asking that they complete the census form online, on paper, or calling in by phone. As the letter indicated, non-responding addresses would be visited by a Census interviewer. This would provide more context and make the respondent less bothered by an unexpected visit.

One participant also suggested slipping a piece of paper with information about the census under the door for those who will not open the door for fear of the government. References were made to media warnings of not opening the door to government representatives and instead asking that documentation of any requests be made by slipping a note under the door.

Some participants, for instance one in group S6, indicated the interviewer should offer the respondent other options to complete the census form, such as completing it online.

In this particular video, participants felt that the interviewer managed to put the respondent at ease so much that the respondent invited her into her home.

Excerpt 21. [S1 Lines 339–340]

P14: *La forma en que se desenvolvió está bien. Eso transmitió a la señora de casa confianza y la invitó a pasar a su casa, sino no la hubiera invitado a pasar. (The way she handled herself was good. That gave confidence to the lady at the household and she invited her to come into her house, otherwise she would not have invited her to come in.)*

### **7.2.2 Group-Specific Findings: Monolingual vs. Bilingual Groups**

Reactions to the *Unaware* video had strong similarities across groups but also had some variation across groups. However, no particular patterns could be identified that distinguished monolingual participants from bilinguals.

## **7.3 Fear/Mistrust of Government**

### **7.3.1 Summary of Findings**

As described in the findings for the *Unaware* video, for the *Fear/Mistrust of government* video participants again raised concerns about government raids to detain undocumented immigrants.

### *Reaction to Interviewer's Nonverbal Behavior and Appearance*

As in the prior video viewed, participants in all groups felt that the interviewer was not friendly enough and that she did not smile. The only exception was group S2 where most participants felt that the interviewer was a bit friendlier and interacted more with the respondent in this video.

Excerpt 22. [S2 Lines 641–644]

- P8: *Lo mismo, siento que fue más interactiva y más... dejó que ella diera sus opiniones la persona. Y también le dio sus respuestas, pero de una manera más... de una manera más honesta lo que estaba diciendo. No era como que estaba hablando, es esto y es esto, no le estaba imponiendo sino que estaba explicándole lo que era. (Same thing, I feel she interacted more and more... she let the person voice her opinions. And she also gave her answers but in a way that was more... what she was saying in a more honest way. It was not like she was talking, it's this and this; she was not imposing but rather explaining what it was.)*

In addition, in group S4, participants felt that she was too rigid, and recommended that interviewers dealing with the Latino community should be more calm, relaxed, and sensitive to the respondents' fears. In group S6, participants described her delivery as "mechanical." Others added that she was lacking in "carisma" (charm). In particular, they found her lacking in empathy when she delivered the message that the Census Bureau does not need to know anyone's immigration status.

### *Reaction to Interviewer's Verbal Behavior*

As in the prior video, participants liked how well prepared the interviewer appeared, and how well she could address all the respondent's questions with confidence. For every excuse the respondent had, the interviewer had a reason why the respondent should participate. In group S1 the participants liked in particular how well she explained what the census is about and how census participation can benefit the Hispanic community.

Excerpt 23. [S1 Lines 532–535]

- P7: *Era como muy similar al anterior, simplemente que aquí le aclaró mucho hacia la comunidad hispana, que es lo que estábamos anteriormente estábamos poniendo en observación. Y aclaró ahí, de que el social, estado como estás aquí... simplemente queremos saber es la cantidad de personas que habitan. Me parece bien. (It was very similar to the prior one, only here it clarified a lot for the Hispanic community, which is what we were observing before. And she made it clear that the Social (Security Number), your status as you are here (in the country)... we simply want to know how many people live (here). I approve.*

In S3 they felt that the interviewer provided more examples of the benefits that come from completing the census form. They also thought in this video the interviewer used simpler language.

There was no agreement across groups about the speed of presentation of material. In S1 some thought she spoke too fast while in S6 they had the opposite impression.

### *Reaction to Key Messages*

In this video, the messages that received most attention from participants across groups were those of the benefits communities receive based on census data and the message on mandatory participation.

In three groups (S1, S5, and S6), several participants recommended focusing on the benefits to the community as a more persuasive argument than mentioning the mandatory nature of the census. One participant recommended that a good explanation would be: “Los beneficios se van a distribuir en el futuro de acuerdo al número de habitantes” (Benefits will be distributed according to the number of residents) [S1-P14].

Some participants liked that this video offered more examples of how census participation can benefit the community. Others suggested that the interviewer have in hand written materials to give the respondent statistics and specific information about how the census has benefitted the community. A participant felt that not everyone would understand this information with just a verbal explanation. Others suggested including this type of information during the marketing campaign preceding the census.

In all six focus groups, the mandatory participation message was negatively viewed in this video as it had been in the previous one. Participants understood that if it is required by law, there is no choice but to complete the census. However, they did not like the way in which this was conveyed in the video. The most problematic phrase was “obligadas por ley” (required by law). This sounded like a scare tactic to some. A participant in S5 also noticed that the respondent in the video scanned the Security Warning Card and focused on the statement: “You are required by law to provide the information requested.” While participants felt that some people would not like that phrase, they could not come up with suggestions on how to best word the mandatory message.

Two other terms raised concerns: “conteo” (count) and “gobierno” (government).

One participant felt that repeating the word “conteo” would automatically block communication with respondents because it would worry them about the government wanting to know how many people live at their specific address.

Excerpt 24. [S1 Lines 565–570]

- P12: *Ella habló de conteo, conteo. Conteo, entonces ese conteo... si es un censo automáticamente... el censo es el conteo. Pero conteo, de tanto repetírselo... cambiarlo, no sé vamos a saber cuántas familias viven en todos lados, buscar la manera de cambiar esa palabra. Porque ella lo que pensó, bueno me imagino yo, conteo, el gobierno van a saber cuántas personas viven aquí, y automáticamente se bloquea. (She spoke about count, count. Count, so that*

*count... if it's a census, automatically... the census is the count. But count, when you repeat it so much... change it, I don't know we will know how many families live everywhere, find a way to change that word. Because what she thought, or at least I imagine so, count, the government will know how many people live here, and automatically she is blocked.)*

Others associated “gobierno” with immigration authorities, or with the police. Participants expressed preference for replacing references to the government with references to the “Censo de los Estados Unidos” (U.S. census) or just “Censo.” In one of the groups (S5), there was a discussion about community current concerns with immigration raids and the immigrant community’s fear of the government. A participant made the point that although the word “government” has always been used when referring to the census, for 2020 this it should be used sparingly, if not replaced by a different word. Some participants suggested using the word “country” instead. Amid those concerns, one participant felt reassured when the interviewer mentioned that the respondent’s Social Security number and immigration status would not be asked. Another participant expressed approval for the way the interviewer was able to calm the respondent’s concerns with the information she provided. She added that it was very important for the interviewer to be prepared to deal with situations of fear, especially with the current fear of the government in the community.

In contrast, however, some participants felt that the interviewer did not show enough empathy with the respondent, especially when she said: “No necesitamos saber la situación migratoria de nadie” (We do not need to know the immigration status of anyone.) Another participant [P8] suggested the interviewer could say something like: “¡Oh! Entendemos la situación que está viviendo el país, que los hispanos se sienten un poco atemorizados.” (Oh, we do understand the situation the country is experiencing; that Hispanics are feeling a bit scared.)

With regards to confidentiality, participants in S3 liked that the interviewer mentioned she could go to prison or pay a fine if she shared the respondent’s information with anyone. This made them feel more comfortable and trusting.

After watching this video, most participants felt they would complete the census form with the interviewer. Their reasons were varied. For example, a participant commented that he would complete the census form because the interviewer’s explanations were simple and easy to understand and because the interviewer explained that no information about their immigration status would be collected. Another participant explained that what convinced her was the interviewer’s explanation that she could go to prison or pay a fine if she shared any of the respondent’s information with anyone. For another participant, what made a difference was that the interviewer in the video was able to calm the respondent’s fears and concerns with good information. Another participant said that she would participate because the interviewer not only provided verbal information, but also provided written information to back up what she was saying.

For some participants, the message about benefits to the community was the most motivating. However, another participant commented that just like the respondent in the video, he had not seen any changes in his community in years, and he did not see any benefits from completing the census form.

The same themes that emerged in the *Unaware* video were again present in the discussions focus group participants had after viewing the *Fear/Mistrust of government* video. There were recommendations about notifying respondents ahead of time about the in-person census visit, including getting the word out through community events. In some groups participants suggested Census interviewers should wear some type of uniform or at least a shirt with the Census Bureau logo. The suggestion was made that the interviewer begin by mentioning that the reason for her visit was that the census had not received the completed census form for that household. Finally, one participant also suggested that the interviewer leave some type of written information with the respondent about the census after the census form is completed, so the respondent could show it to the rest of the members of the household given that she would be providing their information as well.

Some new ideas emerged as well. First, a participant suggested telling the respondent early on who in the household should complete the census form, and whether it needs to be the head of household, the owner, or just any adult living at that address.

The issue of potentially overcrowded apartments came up in the discussions as well. Some participants expressed their concern with disclosing the number of people living in each household. They felt that such information could be shared with housing authorities and that those not complying with housing regulations could get in trouble. Along those lines, a participant in S4 noticed that the respondent in the video said “not a lot of people live here”; she felt that it was important that interviewers let respondents know that the census is not interested in knowing how many people are living at that specific household, but rather that the Census Bureau’s goal is to count how many people live in the United States in general.

In S3 a participant also thought that the interviewer should explain to the respondent that each family has to complete a separate census form, instead of one person completing a form for all the people living in one house or apartment.<sup>16</sup>

Finally, a participant in S6 particularly liked that in this video the interviewer included herself when she said “Todas las personas, incluidos usted y yo, estamos obligadas por ley a participar en el censo.” (Everyone, including you and me, are required by law to participate

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<sup>16</sup> There was no discussion in this group or others about how many forms should be completed per address. This participant thought that each family fills a separate form. This is a misconception sometimes observed in census form cognitive testing.



in the census.) However, in S2, a participant [P5] focused on the tone in which this was delivered and felt it should be friendlier or else it can sound threatening.

### *Reaction to Culture-specific Interaction Features*

There were aspects of the interviewer approach that participants felt would not work well with Spanish speakers. They felt that the interviewer should be friendly and smile a lot.

Participants found it suspicious that the interviewer kept making sure she was at the right address, either by looking at the apartment number on the door, or by asking “Do you live at <ADDRESS>?” They recommended limiting that behavior.

They also felt that the interviewer needs to spend more time at the beginning greeting the respondent rather than rushing into a speech.

### **7.3.2 Group-Specific Findings: Monolingual vs. Bilingual Groups**

Reactions to the Fear of Government/Mistrust video had more similarities than variation across groups. As such, no particular patterns could be identified that distinguished monolingual participants from bilinguals.

## **7.4 Low Engagement**

### **7.4.1 Summary of Findings**

#### *Reaction to Interviewer’s Nonverbal Behavior and Appearance*

This video elicited the most diverse reactions across groups and within groups. Many participants (S1, S3, S4) preferred this video over all the others because they found the interviewer friendlier and more relaxed, more confident and convincing. In S3 and S6, some participants also liked that the interviewer was persistent and convinced the respondent to participate right on the spot.

On the other hand, other participants had more negative reactions. In S1 they thought she could improve by smiling more. A participant in S4 disliked that the interviewer did not maintain eye contact with the respondent. Others felt her delivery was too mechanical and that the interviewer appeared to be reciting what she had learned by heart (S5).

Again, when discussing this video a participant in S3 restated that, as in the other videos, the interviewer verified the address and asked if the respondent lived in that address. She felt that the interviewer should have that information on paper already and should not have to ask the respondent. Another participant, however, commented that she thought the interviewer needed to confirm the address with the respondent to make sure she had the right address on paper.

Finally, as participants expressed in the discussion about community concerns with government visits, respondents should be able to easily distinguish between Census

interviewers and immigration or law enforcement. One participant mentioned that in his country of origin, census enumerators wear a distinct vest that identifies them as census workers. He thought it would be a good idea to use the same strategy in the United States to make people feel more confident.

#### *Reaction to Interviewer's Verbal Behavior (Words Used, Tone, etc.)*

As was expressed in other videos, most participants liked how well trained the interviewer appeared to be here, and that she was able to respond to all the questions with confidence similar to the other videos. In S2, for instance, most participants felt this was the best video among the four because it was the most convincing.

Finally, a participant [P1] in S6 felt that in this video the interviewer was too "aggressive." He preferred the approach of the *Unaware* video, where the interviewer provides the respondent with an option to come back later. He felt that when the respondent said that she was tired, the interviewer should have listened and offered to come back at a better time.

With the opposite view, a participant in S5 liked how in this video the interviewer was a little more aggressive at the end, and simply asked the respondent if they should get started.

#### *Reaction to Key Messages*

Much of the discussion in the focus groups centered around the Security Warning Card. There was no consensus or overall trend in participant opinions across and within groups regarding whether the participants—as respondents—would read the card on the spot if handed to them by a Census interviewer. In group S4 most participants said that they would not read the card on the spot, as did most in group S3 where they gave reasons such as it has too much text and being nervous in that situation. In group S5, most participants said that they would read on the spot everything the interviewer handed them, including the Security Warning Card, no matter how long it took. Those who also said they would read the card on the spot in S3 felt that they needed to make sure they understood what the interviewer was talking about before deciding to participate or not. Group S6 was divided between the two positions. In group S1, a participant felt that the interviewer did not give enough time for the respondent to read the card.

Another important message was that of the benefits that come from completing the census. Some participants mentioned liking this because it would motivate others to participate. In S6, however, some participants thought the interviewer should provide "interesting facts" and actual information about how the census benefits the community.

As in a prior video, the idea came up of tailoring the specific benefits for communities to make them most relevant to the age group of the respondent and the likely household

configuration. For example, if there are children in a household, the interviewer should mention how funding would be used for schools, parks, etc. Another participant suggested that interviewers tell respondents the importance of accurately counting every single person living in each household, and how this is connected to the benefits given to each community. In group S3, when referring to this concept, some participants suggested that the interviewer explain that completing the census would help distribute funding to each community, but without using the word “federal.” They felt that this word could scare people and deter them from participating. For this same reason, some participants suggested that interviewers identify themselves as coming from “El Censo Nacional” (The National Census) and not use the word “gobierno” (government) at all.

The secondary message about the short length of administration, was well received. In S4, a participant [P5] liked that the interviewer emphasized how long it would take to complete the census form, and she felt that taking 10 minutes out of their time would be possible. Another participant, however, felt that 10 minutes could turn into 20 minutes and that was too long for her. She suggested the interviewer simply saying: “It will not take long” instead of giving a number of minutes. Other participants disagreed because they felt that it was important to provide the respondent an estimated amount of time for her to decide on the spot based on her availability.

The mandatory participation message elicited similar issues and recommendations as it did in the previous video. In two groups, participants noticed that the term “obligatorio” (required) was not used in this video, and they liked that. In S6 they mentioned liking that the interviewer instead used “lo requiere la ley” (it’s required by law). In S2 they mentioned that the interviewer did not mention ‘obligatorio’ (required) but instead showed the Security Warning Card. In S3 a recommendation for alternative wording included using the word “responsabilidad” (responsibility) or “deber” (duty). “Es un deber que tenemos...y que la ley tiene con nosotros el deber de proteger nuestra confidencialidad.” (It is a duty that we have, and the law has a duty to protect our confidentiality.) [S3-P1]

The mandatory message and government references once again led to discussions about how Spanish-speaking households might act when a Census interviewer visits, given current community fears of government. In S6, for instance, a participant [P1] mentioned current messages to the community on TV, radio and internet that tell people: “no abras la puerta” (don’t open the door). To counter this, some stressed the need to inform Spanish speakers about the census through different media: TV, radio, newspapers, etc., because many respondents would not know what the census is.

For the initial approach, several participants stressed the importance of telling the respondent upfront that the reason for the visit was that the Census Bureau had not received the completed census form for that specific address that they had already been informed through letters about a possible visit. Finally, while some participants in S5

suggested that two interviewers be sent as a team to visit each address to support each other, other participants thought it would be more intimidating for respondents and costlier for the government.

With regards to the language used, there were comments in group S2 about the term “estadística” (statistics) that some participants thought might be hard to understand by many respondents. Otherwise participants in all groups felt that the language used by the interviewer was clear and easy to understand for Spanish speakers. Across groups, when asked if the focus group participants would complete the census after an interviewer visit like the one in the video, most participants answered that they would. In one of the bilingual groups (S4), participants thought that other bilingual Hispanics who do not participate in the census may simply not be well informed, not care, lack interest, or “they simply do not want to share their information.”

However, there were some less enthusiastic participants in one of the groups (S4). One participant said she would need to know more about what information would be collected and how her information would be kept confidential before deciding if she would participate. Others did not like that the interviewer did not offer to come back at a more convenient time. Some even felt that the interviewer was “pressuring” the respondent to complete the census form at that specific time.

#### *Reaction to Culture-Specific Interaction Features*

The question of how to respond to a knock on the door that goes unanswered elicited differing views. A participant in S5 noted as positive in that situation that the interviewer knocked again and asked if anybody was home. He felt that having heard the voice of the interviewer made the respondent feel more comfortable opening the door. In S2, participants also liked this, as they thought that trying to communicate through a closed door was a more realistic situation.

A participant in S4, in contrast, did not like the insistence of knocking twice and asking through the door if anybody was home. She felt that a more professional approach would be to knock once more and walk away if no answer.

#### **7.4.2 Group-Specific Findings: Monolingual vs. Bilingual Groups**

Reactions to the *Low engagement* video had similarities and differences both within and across groups. However, no particular patterns could be identified that distinguished monolingual participants from bilinguals.

### **7.5 Summary of Overall Reaction across the Four Videos**

Analyzing participants' views across groups, we see that some messages were seen as particularly important. The order of presentation of different messages was also discussed in each group as it would best be used in any of the situations presented in the videos.

The preferred order of presentation of the messages was discussed in all groups. Although they did not list the messages in the same order of presentation, there was agreement that the order is very important and some general agreement on what messages should go first.

Excerpt 25. [S5 Lines 299–302]

- P8: *¡Eso es muy importante! Primero que todo, empezar a decir la importancia del censo, el objetivo y el grado de confidencialidad que este tiene. ¿Por qué? Porque esa manera, uno está creando una confianza y eso es muy importante, porque de esa manera, esa persona va a contestar y va a dirigir las respuestas. (That is very important! First of all, start by talking about the importance of the census, the purpose and the degree of confidentiality it has. Why? Because that way, you are building trust and that is very important, because that way, that person will answer and will direct the answers.*

Excerpt 26. [S5 Lines 304–306]

- P6: *Entre las primeras cosas que debe preguntarle es: si tiene tiempo para atenderla. Porque nosotros aquí en este país llevamos una vida muy agitada y puede ser que en ese momento la persona tenga que salir a trabajar, o tenga que recoger a un hijo. (Among the first things she must ask her (the respondent) is: whether she has time to talk to her (the interviewer). Because here in this country we lead very busy lives and perhaps at that moment the person needs to leave for work or has to go pick up her child.)*

According to most participants, the interviewer should begin by introducing him/herself, and give the respondent a chance to indicate if there is a language barrier. The bilingual interviewer should explain the reason for the visit—including mentioning the mailings that were sent to the address and that no census form has been completed, what the census is for, how much time is needed to complete the form, what benefits come to communities from completing the census forms, and that all information is confidential. Participants felt that it is important to mention that no questions will be asked about immigration status to allay respondent concerns, as well as to state that the Census Bureau is not concerned about how big a household is (to reassure that they will not be reported for overcrowding of apartments). Participants suggested that these explanations be provided in a conversational way, giving the respondent a chance to ask questions.

Participants felt the written confidentiality notice was too long, a couple of people would read it, but most of them would not read past the first paragraph. Someone stated that it is written in legal language. Since many participants said they would not read the Security Warning Card on the spot, they suggested verbally giving the key information.

Overall participants liked having a Hispanic interviewer speaking in Spanish, showing a Census ID, and being knowledgeable and able to address all questions with confidence.

### **7.5.1 Most Encouraging Messages**

The most frequently mentioned message that would encourage participation in the census is that of the benefits that communities can accrue when more people are counted. All six groups named this message as encouraging. Confidentiality assurances were also mentioned in all six groups.

In three groups the mandatory nature was mentioned as an encouraging message. In two groups participants mentioned the importance of the message about immigration status not being an issue in participation. Other important and encouraging messages mentioned in different groups were: providing an explanation of what the census is about, having a friendly interviewer, the short time it takes to complete the census form, how simple it is to complete the census form, and that the census can be complete in different modes.

In group S6, participants indicated that a way to encourage participants to participate is to train the interviewer to put herself in the respondent's situation and tailor responses in ways that will be most relevant to the respondent.

### **7.5.2 Most Common Concerns or Reasons to Refuse to Participate in the Census**

In all six groups, similar themes emerged about why Spanish speakers might be concerned about participating in the census or might simply refuse. The three main themes were fear, lack of information, and not seeing benefits in their communities.

The main two fears were regarding concerns for undocumented immigrants of being deported and the worry of being reported for having more people living at the address than allowed by landlords or housing authorities.

From lack of information, some Spanish speakers do not know what the census is about, why participation is important, or what participation entails. When respondents live in communities with many needs, it is hard for them to believe that census data are used to distribute funds to communities.

Participants mentioned too that respondents who have lived in the U.S. for a longer time are better informed and less likely to refuse to participate.

## **7.6 Recommendations**

### **7.6.1 Recommendations for the Language Barrier Situation**

#### *Interviewer Behavior and Appearance*

It is important to allay fears in Spanish-speaking respondents from the very first moment. Thus, interviewers need to identify themselves immediately as Census Bureau interviewers, without overt reference to the government. They should show their identification card,

giving the respondent enough time to examine it up close. They should wait for a verbal reaction from the respondent to make sure the person speaks English. Asking the respondent if they speak English as the first question (as a participant recommended) may be poorly received by English-speaking immigrants or U.S.-born Hispanics.

Interviewers should dress in business casual attire, not overdressed but not “sporty.” They should appear friendly, and smile. They should take their time to deliver messages, not speaking too fast, and not giving long speeches without interaction. It is best to engage the respondent in conversation.

Qualities participants liked included appearing patient and making eye contact, knowing how to answer respondent questions in full and appearing well prepared. By “well prepared” they meant that the interviewer was able to address clearly and completely any concerns the respondent had with facts and information.

#### *Placement of Spanish in the Language Identification Card*

For Spanish, the placement of text in the Language Identification Card is not an issue because it is the first language that appears immediately after English. Respondents do not have to find their language alphabetically; they simply have to look down from the English text. Keeping the Spanish text where it appears in the card currently will make it simple for Spanish-speaking respondents to find it.

Although not needed to find Spanish, participants in one of the groups recommended the font size for the name of each language be larger, and to place the names of the languages at the top of each language message instead of to the side. Another participant suggested also increasing the size of the Census Bureau logo at the top of the Language Identification Card so it will stand out. We recommend increasing font size to 14-point.

#### **7.6.2 Recommendations for the Unaware, Fear/Mistrust of Government, and Low Engagement Mindsets**

For all three mindsets of unawareness, fear/mistrust of government, and low engagement, we propose the following:

1. One standard description which includes culturally appropriate non-verbal behavior and appearance.
2. One standard opening statement which includes all crucial messages expressed in a culturally appropriate manner.
3. Additional messages that might be most useful to address different types of mindsets or concerns. All these messages should be tailored to reflect each respondent's interest based on the respondent's reactions and characteristics.
4. Information should be presented in the following order:
  - Self-introduction by interviewer (and shows ID)

- Reason for visit: to help complete census form
  - What census is
  - Mention of mailings sent
  - Confidentiality assurances
  - How much time is needed
  - Type of questions asked
  - Benefits to the community/Uses of census data
  - Mandatory participation
5. Interact with the respondent by interjecting appropriate verbal and non-verbal reactions (e.g., smiles, nods, empathetic face when respondent expresses a concern) to show that interviewer is listening.
  6. Tactful wording should be used if there is a need to elaborate about mandatory participation. Awareness of concerns with immigration raids in the community is important.
  7. Exhibit 7-1 is a summary of these recommendations.

**Exhibit 7-1. Summary of Spanish-Language Recommendations for the Mindsets of *Unaware, Fear/Mistrust of Government, and Low Engagement***

**1. Interviewer’s nonverbal behavior and appearance**

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Appearance	In addition to what is described in the current video scripts, include the following: <ul style="list-style-type: none"> <li>▪ Wear a vest, a cap, or a T-shirts with the Census Bureau logo on it</li> <li>▪ Dress in casual but not “sporty” clothing</li> </ul>
Non-verbal behavior	<ul style="list-style-type: none"> <li>▪ Hold the ID card for 10 seconds</li> <li>▪ Avoid appearing pushy: do not block open door with foot if respondent tries to close it.</li> <li>▪ If no doorbell, knock on the door softly.</li> <li>▪ Attempt to speak across the closed door to get respondent’s attention if no answer.</li> <li>▪ If the respondent invites the interviewer to enter the house, it is culturally appropriate to accept if interviewer feels comfortable doing so.</li> <li>▪ If the respondent offers food/drink, accept at least some water.</li> <li>▪ Smile and make eye-contact.</li> </ul>

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(continued)



**Exhibit 7-1. Summary of Spanish-Language Recommendations for the Mindsets of Unaware, Fear/Mistrust of Government, and Low Engagement (continued)**

**2. Standard opening statement (for all three mindsets)**

After the respondent answers the doorbell, the interviewer states the following in all situations:

Spanish	English
<p>▪ <b>GREETING</b></p> <p>Buenos días/Buenas tardes/Buenas noches, Sr./Sra. Me llamo [FIRST NAME, LAST NAME] y trabajo para la Oficina del Censo de los Estados Unidos. Aquí está mi identificación. ¿Cómo está?</p>	<p>▪ <b>GREETING</b></p> <p>Good morning/Good afternoon/Good evening, Sr./Madam. My name is [FIRST NAME, LAST NAME] and I work for the United States Census Bureau. Here is my ID. How are you?</p>
<p>▪ <b>PURPOSE OF VISIT</b></p> <p>La Oficina del Censo está llevando a cabo el censo de población en todo el país, y estoy aquí para completar las preguntas del censo para [ADDRESS]. ¿Está informado(a) del Censo de población que se está realizando?</p>	<p>▪ <b>PURPOSE OF VISIT</b></p> <p>The Census Bureau is conducting the census in the entire country, and I am here to complete the census questions for [ADDRESS]. Did you know about the population census that is taking place?</p>
<p>▪ <b>WHAT IS THE CENSUS</b></p> <p>El censo consiste en contar cuántas personas están viviendo en los Estados Unidos, ya sea de manera permanente o temporal. Se realiza cada diez años en todo el país. Se completa un formulario con unas pocas preguntas en cada lugar donde vive gente.</p>	<p>▪ <b>WHAT IS THE CENSUS</b></p> <p>The census consists of counting how many persons are living in the United States, either permanently or temporarily. It is carried out every ten years in the whole country. A few questions on a form are completed in every place where people live.</p>
<p>▪ <b>REASON FOR IN PERSON VISIT</b></p> <p>La Oficina del Censo envió dos cartas a cada dirección en el país pidiendo que completen el formulario del censo. Estamos visitando las direcciones de las cuales no se recibió respuesta, para ayudarles a completar el censo ya sea en inglés o en español.</p>	<p>▪ <b>REASON FOR IN PERSON VISIT</b></p> <p>The Census Bureau mailed a couple of letters to every address in the country asking people to complete the census form. We are visiting the addresses from which we did not receive a response, to help them complete the census form either in English or Spanish.</p>
<p>▪ <b>BURDEN:</b></p> <p>Completar las preguntas del censo nos va a tomar solo 10 minutos. Las preguntas no son difíciles. Le preguntan cuántas personas viven aquí, qué edad tienen, de qué sexo son, etcétera. (IF NEEDED: Yo puedo ayudarlo(a))</p>	<p>▪ <b>BURDEN</b></p> <p>It will take us only about 10 minutes to complete the census questions. They are not difficult. They ask you how many people live here, their age, their sex, etcetera. (IF NEEDED: I can help you.)</p>
<p>▪ <b>NO SENSITIVE QUESTIONS:</b></p> <p>No hay preguntas sobre la situación migratoria de nadie ni les pedimos números de seguro social.</p>	<p>▪ <b>NO SENSITIVE QUESTIONS:</b></p> <p>We don't ask any questions about anyone's immigration status and we do not ask for Social Security number.</p>

(continued)

**Exhibit 7-1. Summary of Spanish-Language Recommendations for the Mindsets of Unaware, Fear/Mistrust of Government, and Low Engagement (continued)**

**2. Standard opening statement (for all three mindsets)**

Spanish	English
<p>▪ <b>CONFIDENTIALITY:</b></p> <p>Las respuestas que usted nos dé son confidenciales y su información personal no se va a dar a conocer. Todas las respuestas se agrupan y se presentan en forma de resúmenes estadísticos, para que otros no sepan lo que cada hogar contestó. Ninguna otra agencia de gobierno va a conocer las respuestas de su hogar.</p>	<p>▪ <b>CONFIDENTIALITY:</b></p> <p>Your answers are confidential and we will not disclose your personal information. All the answers get put together and are presented summarized as statistics so that others cannot know what each household answered. No other government agency will see what answers your household gave.</p>
<p>▪ <b>ADDRESS VERIFICATION:</b></p> <p>Debo hacerle las preguntas a alguna persona mayor de 18 años que viva en esta dirección. [IF NEEDED ASK: ¿Usted es mayor de 18 años?) ¿Usted vive en &lt;ADDRESS&gt;?</p>	<p>▪ <b>ADDRESS VERIFICATION:</b></p> <p>I have to ask the questions to someone age 18 and over who lives at this address. [IF NEEDED ASK: Are you over 18?) Do you live at &lt;ADDRESS&gt;?</p>
<p>▪ <b>PURPOSE/IMPORTANCE OF THE CENSUS COUNT:</b></p> <p>El Censo es muy importante porque los resultados se usan para distribuir los fondos federales que le corresponden a cada comunidad para muchos programas y servicios públicos.</p>	<p>▪ <b>PURPOSE/IMPORTANCE OF THE CENSUS COUNT:</b></p> <p>The census is very important because the results are used to distribute the federal funding that belongs to each community to pay for many public programs and services.</p>
<p>▪ <b>MANDATORY</b></p> <p>Responder las preguntas del censo es un deber que tenemos todos los que vivimos en este país, incluidos usted y yo. No importa nuestra situación en este país, todos tenemos ese deber.</p>	<p>▪ <b>MANDATORY</b></p> <p>Answering the census questions is the duty we all have as persons living in this country, including me and you. It does not matter what is our situation in this country; we all have that duty.</p>

**3. Additional messages that might be most useful to address different concerns or mindsets**

If the respondent shows unawareness of the U.S. census, fear/mistrust of the government, or low engagement in civic duties, the interviewer can use the following messages after the opening statement to address each type of concerns:

Spanish	English
<p>▪ <b>MORE ABOUT USES OF CENSUS DATA</b></p> <p>Por ejemplo, si de acuerdo al censo se ve que hay muchos ancianos en esta área, los fondos federales pueden ayudar a mejorar los servicios para los ancianos o los programas en los centros comunitarios. Si el censo muestra que hay muchos niños en un vecindario, con los fondos federales también se puede ayudar a construir o mejorar los centros de cuidado infantil o las escuelas.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR UNAWARE&gt;&gt;</p>	<p>▪ <b>MORE ABOUT USES OF CENSUS DATA</b></p> <p>For example, if the census shows that this area has many elderly people, the federal funds may help improve services for the elderly or programs for them in community centers. If the census shows that there are many children in a neighborhood, federal funds can help build or improve daycare centers or schools.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR UNAWARE&gt;&gt;</p>

(continued)

**Exhibit 7-1. Summary of Spanish-Language Recommendations for the Mindsets of Unaware, Fear/Mistrust of Government, and Low Engagement**

**3. Additional messages that might be most useful to address different concerns or mindsets**

Spanish	English
<ul style="list-style-type: none"> <li>▪ <b>MORE ABOUT MANDATORY PARTICIPATION</b> (IF NEEDED: Existe una ley federal que dice que todos los hogares deben participar. Esa misma ley también protege su privacidad y garantiza la confidencialidad de sus respuestas.) &lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT&gt;&gt;</li> <li>▪ <b>TOO BUSY/TOO TIRED</b> Sí, entiendo que usted está (ocupado(a)/muy cansado(a)). Si es necesario, yo puedo volver en otro momento que a usted le sea más conveniente. Pero ya que estoy aquí, si usted gusta, podemos hacerlo ahora en solo 10 minutos y ya no hará falta que yo vuelva otro día. &lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT&gt;&gt;</li> <li>▪ <b>BENEFITS EMPHASIZING THE BENEFITS TO THE HISPANIC COMMUNITY</b> Si los hispanos no participan, tal vez la comunidad hispana no reciba todos los beneficios que le corresponden en base a la cantidad de población. &lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT AND UNAWARE&gt;&gt;</li> <li>▪ <b>TAILORED BENEFITS (HISPANICS)</b> Si los resultados del censo muestran que en un área hay muchos hispanos, se podrán asignar fondos federales para construir centros comunitarios para hispanos o dar servicios en español en el área. &lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT&gt;&gt;</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>MORE ABOUT MANDATORY PARTICIPATION</b> (IF NEEDED: There is a federal law that states that all households must participate. That same law protects your privacy and guarantees that your answers are confidential.) &lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT&gt;&gt;</li> <li>▪ <b>TOO BUSY/TOO TIRED</b> I do understand that you are (busy/very tired). If it's necessary, I can come back some other time when it is more convenient to you. But since I'm already here, if you'd like, we can do it in just 10 minutes and I won't need to come back some other day. &lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT&gt;&gt;</li> <li>▪ <b>BENEFITS EMPHASIZING THE BENEFITS TO THE HISPANIC COMMUNITY</b> If Hispanics don't participate, the Hispanic community may not receive all the benefits that it should based on its population size. &lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT AND UNAWARE&gt;&gt;</li> <li>▪ <b>TAILORED BENEFITS (HISPANICS)</b> If the census results tell there an area has a large Hispanic population, federal funding can be allocated to build community centers for Hispanics or to provide services in Spanish in that area. &lt;&lt;MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT&gt;&gt;</li> </ul>

### **7.6.3 Recommendations to Avoid Ineffective Verbal and Nonverbal Messages and Behaviors**

A number of behaviors and messages were seen as negative in the focus group discussions. We recommend avoiding the following behaviors:

- Appearing too serious or official in demeanor in a way that could be confused with law enforcement or immigration personnel
- Giving long answers or large amounts of information without stopping or engaging the respondent
- Speaking too fast
- Not smiling

With regard to verbal messages, those that appeared less effective or less persuasive included:

- Stating that participation is mandatory by using terms like “ley” (law) or “obligatorio” (mandatory)
- Forgetting to acknowledge the reasons the respondent may be giving for avoiding the interview

## 8. FINDINGS FROM RUSSIAN-LANGUAGE FOCUS GROUPS

In this chapter, we report findings from the Russian-language focus groups, summarizing their reactions to the four videos reviewed during the focus group discussion. Findings are presented in the order the videos were reviewed and discussed in the focus groups: *Language barrier*, *Unaware*, *Fear/Mistrust of government*, and *Low engagement* mindsets. For each video, we document findings in terms of focus group participants' reactions to the interviewer's nonverbal behavior and appearance, verbal behavior (e.g., tone, word choices), key messages, and culture-specific features. We also summarize major issues and concerns that emerged from the group discussions. To facilitate transparency in the reporting of the analysis, transcript excerpts are accompanied by their focus group ID number as specified in **Exhibit 2-5** in the Methods chapter.

### 8.1 Language Barrier

#### 8.1.1 Summary of Findings

The first video shown to Russian focus group participants featured a situation in which a Census interviewer who does not speak Russian is greeted at an apartment door by a Russian speaking respondent who does not speak English. This video prompted quite a bit of discussion from the Russian speaking participants. They discussed both the experience of having a Census interviewer come to visit and the way by which the interviewer navigated the language barrier.

Participants in the Russian Language groups expressed some concern about having a stranger at the door. They spoke of other times that a stranger would come to their door, including visits from solicitors for whom they had little trust, and unpleasant experiences with government visitors in their home countries. Because of these experiences, they spoke about what could make a visit from a Census interviewer less threatening and how the visit could be distinguished from a visit from a solicitor. They suggested that advance knowledge about the census could make a visit less of a surprise, so that the respondent could know to expect the visit. They also thought it would be easier to distinguish the interviewer from another type of visitor if they wore more of a recognizable uniform. And they spoke about the demeanor of the interviewer and how to appear less threatening. A patient, polite, calm, friendly and smiling interviewer is a welcome contrast to past negative experiences.

Many of the participants in the Russian-language focus groups had experienced a situation in which there was no common language. The interviewer in the video used gestures and a Language ID card to communicate with the respondent. The participants agreed that gestures and body language are helpful, although they debated the success of the gestures that the Census interviewer used in the video. The interviewer then navigated the language barrier using a Language Identification Card, and this surprised some of the participants

both because it was a paper-based solution and because it contained directions for sharing the household phone number with the Census Bureau to facilitate further contact in Russian. In an age where smartphone applications (apps) and web surveys are common, collecting private information such as a phone number seemed invasive and unnecessary.

Participants also provided extensive feedback about the design and usability of the Language ID card. The card shows a multitude of languages, and the languages are shown in order by their name in English, according to the English alphabet. Because of this, Russian was one of the last languages displayed on the card. Participants generally had trouble finding Russian on the cards and offered many suggestions that they believed would improve the design.

### *Reaction to How the Interviewer Handled the Situation*

The participants had generally encountered language barriers before and acknowledged that communication between an interviewer and a respondent would be difficult without a common language. They appreciated the Interviewer's calm reaction to the language barrier and her persistence. It was also important to them that the respondent be treated with respect, despite the language difference.

#### Excerpt 1. [R6 Lines 188–189]

P6: *"I liked that she didn't switch to "childish English" when she realized that the respondent didn't speak English... she kept speaking with the same intonation, which was respectful."*

After greeting the respondent, the interviewer communicates with the respondent using a printed Language Identification Card that contains a brief message in many languages, including Russian. It is important to note a couple of things about this card; it contains an instruction for the respondent to either find someone in the household who speaks English or to supply a phone number for someone to contact the respondent directly, and the card is ordered by the language names in English. Russian is one of the last printed languages on the card, and because of this it could be difficult to find. That difficulty strongly influenced their impressions of the card overall. Some participants questioned its utility. Some said that most English-language learners could understand the question "What language do you speak?" and respond in English.

#### Excerpt 2. [R4 Lines 384–387]

P10: *"You know, at the very beginning she could've just said: "What language do you speak": {Note: Uttered in English: What language do you speak?}. Everyone understands this phrase. And then the respondent would've had said "Russian" and then the Interviewer would show her the text in her language."*

To these participants, answering the question "What language do you speak?" seemed simpler and was definitely preferable to using the Language ID Card. Other participants

were surprised that the interviewer used a printed card instead of a phone app to communicate about the census. To these participants, the phone app seemed like a simpler and more familiar solution for navigating a language barrier. Because participants found the cards to be burdensome, some expressed doubts about the willingness of respondents to use the cards.

Excerpt 3. [R3 Lines 154–158]

P4: *“She had several pages with text in different languages and my experience prompts me to think that if a person doesn’t see his language at once or any signs in his language, then he wouldn’t keep looking. In this situation, the woman kept looking, and she found her language, and they were able to communicate, and that was good. But not all people would agree to do that.”*

Overall, the participants believed that the interviewer’s strategies to communicate across the language barrier were effective, but they could be improved. A few small changes in approach may set an interviewer up for smoother and more successful visits in the future.

#### *Reaction to Interviewer’s Nonverbal Behavior and Appearance*

Census interviewers are often not acquainted with the people in the households they visit, and a knock on the door from someone unfamiliar could cause a variety of reactions. When the participants in the Russian-language focus groups spoke of the experience of the Census interviewer coming to the door, they mentioned experiences with solicitors and visits from representatives from the government in their home country. Neither of these associations were positive, and for that reason an experience of a visit from a stranger is one that can make Russian speakers particularly uncomfortable. Some participants were surprised to see the respondent in the video open her door for a stranger, and once the respondent did open the door participants commented that they were relieved that the interviewer did not have a stern demeanor. Participants in all of the Russian Language focus groups commented that the interviewer’s demeanor and appearance could help to put them at ease. Participants spoke about the importance of maintaining eye contact. To them, making and maintaining proper eye contact was an important sign of respect and trustworthiness. It was also particularly important to the participants that the interviewer smile, remain calm and patient, and not appear stern or threatening. Participants spoke to the potential threat of a visit as they described what they liked and did not like about the interviewer in the video.

One participant described her positively:

Excerpt 4. [R6 Lines 140–144]

P10: *“Her manners: she was dressed in a modest way ... she was a middle-aged person that neither men nor women would be threatened by... her appearance was neutral, didn’t feel threatening...didn’t trigger any aggression or confusion... she was friendly... when the respondent tried to close the door, she did not put her foot in the doorway...”*

Another participant described the same Interviewer in a very different way:

Excerpt 5. [R4 Lines 334–337]

- P9: *"In the beginning, she didn't come across as trustworthy. She lacked optimism, friendliness. You know, we're used to the American style of being always friendly, smiling. People act as though they're glad to see you and such people make you want to talk to them. I didn't feel that way about her. She appeared to me somewhat stern, and the language barrier didn't help."*

To both participants, and to others in the groups, it was essential the interviewer come off as friendly and smiling, and not stern or threatening. But the participants disagreed about whether she had achieved this. Ultimately, the recommendation for future interviewers is the same, whether or not the participants found the interviewer in the video sufficiently friendly and non-threatening, but it may be useful in future research to better understand some of the drivers behind these perceptual differences.

The interviewer in the video wore a messenger bag with a census logo and a census ID badge. The messenger bag could be seen as she approached the door, and she made a point of showing her ID badge to the respondent. Easy identification with the census was very important to participants, who found this to be an important part of building trust. The census ID badge generally helped the participants in the Russian-language focus groups to feel more at ease about the visit because it helped to distinguish the interviewer from a solicitor. The participants generally liked that the interviewer showed her badge to the respondent right away. Participants also spoke to the importance of having the interviewers appear easy to recognize even before they opened their door. Some noticed the messenger bag with a Census Bureau logo that the interviewer was carrying, but regardless of this, participants in all of the Russian-language focus groups wished that she had been more easily recognizable walking down the street, that she had worn more of a uniform, or that she had a more visible association with the census.

Excerpt 6. [R1 Lines 138–143]

- P7: *"In fact, when she knocked on the door and introduced herself, that made me concerned right away... The woman didn't look like she was smiling... ah... well... if the person doesn't understand why someone is knocking on their door... they may think it's some kind of a solicitor... Well... I don't know... maybe just a badge is not enough... All solicitors show some kind of a badge... maybe she needed to be dressed more officially... some kind of uniform... that would have in big letters "Census" or something like that... some government logo..."*

Excerpt 7. [R1 Lines 170–173]

- P6: *"Uniform... they must by all means stand out from the solicitors... I'm very scared of them... and that's why when I open the door and I see a person in a uniform, a polite one... all that, of course, stands out... and the most*



*important thing I need is the feeling of security...! I need to trust that person..."*

Although none of the participants expressed concern over clothing with a more prominent display of the census logo, some of the participants expressed concern over the census ID badge. Some noted that the badge was in English and may not be helpful to someone who doesn't speak English.

Excerpt 8. [R2 Lines 227–229]

P10: *"I think that if a person didn't speak English and didn't understand anything, if he were shown an official badge, then he might be scared and close the door because he could think that it was some kind of inspection."*

With so much apprehension surrounding visits from strangers, it becomes particularly important for respondents to be aware of the census and to anticipate a visit from a Census interviewer. Participants spoke about the importance of supplying advance notice prior to a visit or spreading awareness about the census before the visit through a good outreach campaign to get the word out. One group suggested that it would be helpful for the Census interviewer to coordinate with the management of apartment buildings in order to provide advance notice for the residents, to add legitimacy to the visit, and to better anticipate what languages are spoken by the residents.

Excerpt 9. [R1 Lines 150–155]

P10: *"See, if there had been some arrangement with the building management about announcing the visit... because people aren't just allowed to enter the building just like this... they must introduce themselves... So they can warn ahead of time that they would come over... and then the people residing in that building would know and would cooperate... because those who manage the building, they know who lives in that building... what languages they speak... so if the people were warned beforehand then they would fear less..."*

In sum, participants in the Russian Language focus groups expressed general concern and apprehension about a visit from someone unfamiliar, but there are a few things that a Census interviewer could do to help put respondents at ease. It may be helpful for an interviewer to be aware that some households will feel threatened by a visit from a stranger. And so it is important for the interviewer to be polite, patient and calm, to smile and maintain eye contact, to act friendly and not stern, to wear as much of a uniform as possible and share her badge, and to coordinate with building staff as much as possible prior to a visit.

### *Reaction to the Language ID Card*

The Census interviewer in this video used a printed Language ID Card supplied by the Census Bureau to communicate with the respondent. The Language ID card shows a brief message in a number of languages. These languages are shown in alphabetical order according to their English name. The participants' reactions to the Language ID Card were

strongly influenced by the location of Russian on the card. Because Russian was one of the last languages displayed on the card, participants tended to find the card inconvenient and cumbersome. Ultimately, all of the participants were able to find their language on the card and found the card to be helpful, but they offered a considerable amount of feedback about the design of the card, including many suggestions for improving its overall utility.

These participants summarized the initial impressions of many:

Excerpt 10. [R1 Line 257]

P9: *"There are too many words here."*

Excerpt 11. [R3 Lines 201–202]

P1: *"I think there is **too much information**. Once you open it, there is too much to look at, so it's hard to focus."*

Some participants added to these concerns by expressing worry that the card would be difficult for people with glasses or older people to read.

Excerpt 12. [R1 Line 335]

P3: *"The person who opens the door may not have glasses on..."*

While the focus group participants were not professional designers, they suggested many ways of reformatting the card that they thought might help to make it easier to read. Some of these suggestions are more practical than others. Participants suggested increasing the size of the font or increasing the contrast between the printed letters and the background. Participants also suggested that the language names be translated or that the language names could be made easier to visually distinguish from the other text on the card by increasing the size or contrast of just the language names, or that the card begin with just a list of languages and not the full text. Several groups suggested that the cards could be easier to navigate if the language names appeared on the left-hand side of the card. Participants also had suggestions for the visual design or layout of the cards. Two-thirds of the groups suggested adding national flags in addition to the language names on the card, to make searching for the languages on the card easier and more colorful, but this is problematic to implement as discussed in prior sections of the report. Some participants found the boxes around the text in each language on the card to be distracting.

This quote from one of the participants speaks to a number of these suggestions:

Excerpt 13. [R5 Lines 271–274]

P1: *"Yes, older people will not be able to read the text. The boxes are distracting and people need to make an effort looking for familiar letters. So, maybe they should make the font bigger for the names of the languages... on the side [moving her finger up and down along the right side of the page]."*

Some participants also had suggestions for the layout of the card itself, such as having it open more like a booklet.

Excerpt 14. (R3 Lines 193–197)

P6: *"I think that if the pages were stapled here [points to the left edge of the card] it would open as a book. One, two, three [moves her hand as if browsing through pages]. Because the way it's folded now, I opened it here [opens the left side], and then one more page [opens the right side] and [showing the open card] I still don't see my language. This would discourage me, as a non-English speaker."*

Participants were able to uncover another potential usability problem with the card because the Russian language uses the Cyrillic alphabet. The Language ID Card shows the languages sorted according to their names in the English alphabet. This was not intuitive to Russian speakers who are not familiar with the English alphabet. Some suggested changing the order that the languages are displayed on the card, emphasizing that the current order (alphabetically by English spelling) does not make sense across all languages. Suggestions for ordering the languages included grouping them by the type of alphabet they use, ordering the languages by their relative prevalence or number of speakers in the U.S., grouping the languages according to their global geography, or ordering the languages by a combination of their geography and their relative prevalence in the U.S.

One participant explained what this kind of combination would look like and expressed concerns about implementing it as a solution:

Excerpt 15. [R4 Lines 402–403]

P9: *"Maybe group them together by popularity, say, for Europe—English, Russian, German, French... and then it would be clear where to look for them... but this way everything is mixed up..."*

One participant spoke in more detail about grouping the languages by type of alphabet:

Excerpt 16. [R6-P6 Lines 319–322]

P6: *"I wish the languages were grouped by font... I see Cyrillic alphabet but oops... it's Bulgarian language... I see Cyrillic alphabet but oops... it's Ukrainian! So it's confusing and takes a lot of time to find the language and makes a person uncomfortable with a stranger there watching and waiting... you see?"*

This quote shows that she was looking for her language on the card by scanning the page for the appropriate writing system, but this strategy was rendered inefficient when languages with similar characters or alphabets were separated due to English alphabetic ordering.

Participants commented not only about the design of the card but also about the content or message displayed on the card. The card asked first whether there was someone in the

home who spoke English and then, as an alternative, asked the respondent to supply their telephone number so that someone from the census would later be able to contact them by telephone in Russian. The focus group participants were surprised to read that respondents would be asked to share their phone number, and some participants expressed surprise to see the respondent in the video share her phone number with the interviewer. Some mentioned that they do not think they would have shared their phone number, some participants commented that a phone number is personal information, and some participants commented that they would need more concrete information about what to expect from the census before they would agree to share their phone number.

Excerpt 17. [R3 Lines 251–254]

P6: *"The woman didn't want to participate, as I understand. Now that she has read that this is about the census and seen the request to give her phone number, why would she give her phone number to the Interviewer? She didn't want to participate in the first place. Besides, the phone number is... personal information..."*

The language ID card can work if the respondent takes the time to find their language and follows the instructions, but if the respondent is not interested in participating or unwilling to share their phone number, there is no alternative way for the interviewer and the respondent to communicate.

### **8.1.2 Group-Specific Findings: Monolingual vs. Bilingual Groups**

We found little to no systematic difference between the feedback provided by bilingual focus groups and the feedback provided by monolingual focus groups in reaction to this language barrier video. Participants in two of the bilingual groups expressed concern about the volume of information exchanged between the interviewer and the participant, but none of the participants in the monolingual groups expressed this same concern. In this excerpt, one bilingual participant expresses concern that the Language ID card doesn't contain enough information for a respondent to know what to expect once they provide their phone number:

Excerpt 18. [R6 Lines 306–309]

P7: *"I'd say, they need to add a phrase explaining better... Here it says 'so that we could speak with you'... Speak about what? I'd ask myself why I would want to give my phone number... What do they want? I understand what the census is about but what are they going to ask me? Any concrete information?"*

It wasn't clear whether this small difference was driven by English proficiency, but it might be due to a simple difference: that those who speak more English are better accustomed to exchanging more information with more ease when interacting with English speakers. One participant had a suggestion that would address the concern: to simply share a Russian

version of the form with the respondent, so that they could see for themselves what was involved.

## **8.2 Unaware**

### ***8.2.1 Summary of Findings***

The second video that the Russian Language focus group participants watched showed a Russian-speaking Census interviewer visiting an apartment and being greeted by a Russian speaking respondent that was unaware of the census. In this video, because both the respondent and the interviewer spoke Russian, and there was no language barrier.

After watching this video, the participants strongly reiterated many of the themes that emerged after they watched the first video. Participants once again emphasized that it was important for the interviewer to act politely, to dress and act professionally, to smile and appear friendly, and to make and maintain eye contact. They spoke again to the importance of making and maintaining eye contact. They reiterated the importance of advance notice before the visit and the importance of a uniform or article of census branded clothing for the interviewers that is more readily identifiable. They also mentioned that they would like a way to verify that someone who says they are a Census interviewer is not an imposter. And they stressed the importance of the interviewer not peeking into the respondent's home.

Because both the interviewer and the respondent spoke in Russian, there was no language barrier. The interviewer was able to speak with the respondent in much greater detail about the census. As a result, participants were able to provide detailed feedback about the messaging around the census. Participants shared particularly strong views about the order and content of the messaging. Participants found it particularly important for the message to be simple, quick and direct. They thought the interviewer's introduction should begin with a general explanation of the census and why it is important, and then cover confidentiality and the fact that the census is mandatory. They did not believe that it was important to include more messaging than this.

#### *Reaction to Interviewer's Nonverbal Behavior and Appearance*

In this *Unaware* video as in the *Language barrier* video, the interviewer carried a messenger bag with a Census Bureau logo and carried a census ID badge. Nonetheless, participants again spoke about the importance of the interviewer being readily identifiable on the street. Some of the focus group participants noticed the messenger bag in the video and commented that the logo on the bag helped to make the interviewer more easily recognizable. Some participants thought that an interviewer would appear more official if they wore more of a uniform. Other participants suggested that the interviewer carry a nice folder or clipboard with the Census Bureau logo, or a cap or shirt with the Census Bureau logo, in addition to the messenger bag. These participants expressed concern that the messenger bag alone wasn't enough to make the interviewer readily identifiable, but adding

more branded pieces or more of a uniform could help to make the Census interviewer on the street easy to identify.

Participants again appreciated the Census ID Badge as a way to verify that the interviewer is in fact a government official, but some also noted that they would like to be able to check for themselves to make sure the interviewer was legitimate. A few participants suggested that the Census Bureau should make it easy to verify the interviewer's identity as a government official using a phone number or website because an ID badge could be forged. One monolingual participant pointed out that people who cannot read English could not read a Census ID Badge.

Participants again stressed the importance of providing some kind of advance notice before the visit, including communication by mail about the census or a general informational awareness campaign. One participant noted: "If this were the first time I heard about it, I would likely refuse" [R6 P2 lines 528–529]. One monolingual participant spoke about the communication before the visit as a way to build trust. Communication before and during the visit are both very important in terms of building trust with the respondent. One participant mentioned that they would not open the door if they didn't know to expect someone:

Excerpt 19. [R4 lines 527–530]

P4: *"I wouldn't even open my door because no one called me or told me... If they had told me beforehand that at a certain time an Interviewer would come and that I needed to be expecting her, or say, the doorman would call me [to say] that a person came to see me... without it, I wouldn't open my door... I'm speaking for the elderly people."*

One of the groups added to this by commenting that information disseminated about the census in advance should assure respondents of their confidentiality.

This video featured a different interviewer than the *Language barrier* video, and participants had feedback about the interviewer in this video. As in the previous video, focus group participants spoke to the importance of the interviewer being polite, patient and friendly. They agreed that it is important that she not appear dry or overly official, and that smiling would make her seem more likeable and friendly. And, as in the previous video, participants disagreed about whether the interviewer had achieved this. They generally found her to be likeable, friendly and patient. However, some suggested that she smile more in order to appear less threatening. Participants did like her modest and professional dress and demeanor, but several participants complained that her long, loose hair appeared messy and distracting.

As with the previous video, participants were very concerned about the interviewer's eye gaze. In this video, participants were also concerned about the interviewer's body positioning. It appeared to some participants that at one point in the video the respondent

was trying to close the door, and the interviewer moved forward. This behavior was interpreted by some of these participants as threatening, while still others noted that perhaps it was also necessary.

Although participants differed in their interpretation of the interviewer's body positioning, and this issue was not raised in every group, they were unequivocal about the importance of the interviewer's eye contact with the respondent. This point was raised in every group.

Excerpt 20. [R1 Lines 418–420]

P6: *"She looked straight in her eyes. Didn't hide her eyes... it was a very important factor. It's not important what gestures she made... I'm observing people and I look in their eyes. When people hide their eyes, that speaks for itself..."*

Excerpt 21. [R1 Lines 451–453]

P8: *"You say she was proper and polite but I think she was cold. Not a single smile. And I didn't see her look in her eyes. She looked past the woman. That's terrible..."*

Participants repeatedly noted that the Interviewer should make and maintain eye contact with the respondent and should absolutely not try to look into the apartment.

Excerpt 22. [R2 Lines 459–461]

P4: *"I wanted to say that I didn't like her eye movement, not at all. I don't know, maybe it's the actor's fault but maybe she had been instructed to look at the camera but her eyes were... it looked like she was trying to see what was inside the apartment."*

The participants' comments about eye contact are very important to note. They arose consistently and were a serious matter in the participant's view, but they may have been due in part to the location of the makeshift teleprompter that the amateur actors used when filming the video. It is possible that when the actress peered into the apartment to read her lines, the focus group participants noticed that she was trying to peer inside the apartment and spoke about how inappropriate and threatening that would be.

### *Reaction to Interviewer's Verbal Behavior*

The interviewer in this video spoke Russian, and she included a message about the benefits of the census for Russian speakers. Some of the monolingual participants commented that they really liked that the interviewer was Russian speaking and spoke about the ways in which the census benefits Russian speakers.

Excerpt 23. [R5 Lines 428–430]

P6: *"I liked ... the fact that she recognized that the respondent was an elderly woman and told her about the program for the elderly. Also, the fact that she*

*was a Russian speaking person and mentioned about the benefits for the Russian-speaking people.*

Participants had some positive feedback about this interviewer. They commented that she appeared to be well-trained, knowledgeable and able to answer questions well with sufficiently detailed information. However, they expressed a general preference for shorter answers to questions. One group commented that the interviewer spent more time introducing the census than it would have taken to complete the survey.

Excerpt 24. [R5 Line 384–385]

P8: *"This whole thing is too lengthy. This could be done in much less time, in one or two minutes. It could be much shorter."*

Participants thought that information about how long the visit and the census should take was important and should be mentioned earlier in the visit. One participant suggested the interviewer ask the respondent if they have time to talk. Another participant suggested that the interviewer begin the conversation by asking the respondent if they have two to three minutes to listen. Another participant recommended not saying it will take ten minutes, but rather to be less precise and say a few minutes which sounds like less of a burden.

One participant summed up some of these sentiments:

Excerpt 25. [R2 Line 486]

P10: *"At the very beginning she should've said that it would take 10 minutes, but she said that at the end."*

Although participants felt that the interviewer was well prepared, they expressed concerns about the style of her speech. Some participants commented that the interviewer's speech was too formal, too verbose and provided too much information. Participants in some of the groups worried that elderly Russian speaking people, who are generally more likely to be afraid of officials, would have a hard time following the interviewer's speech. They suggested that Russian speaking interviewers should begin to use fewer formal words if a respondent appears frightened or intimidated.

Participants in all of the groups commented that they did not find the interviewer to be very responsive, and they pointed out a variety of ways in which she could have been more responsive. Some participants commented that the interviewer didn't build rapport, smile or laugh. Some commented that she should have shown more emotion or more affect. Some commented that the interviewer didn't allow the respondent to talk much or respond to the information presented. Participants in one of the monolingual groups commented that they thought that the interviewer should tailor her responses based on the respondent's level of understanding. These comments could stem in part from the inherent flatness of an amateur video that must stay on script in order to remain comparable across languages, but it is still very important to note that the reaction to script-reading in general was negative.



The participant's clear preference was for an interviewer who could go off-script and interact with the respondent in a way that feels genuine, builds rapport and is more interactive.

Participants had mixed views on whether it is a good idea for an interviewer to tailor their description of the census to a respondent's interests or characteristics. For example, one participant commented they wished that the interviewer had allowed the respondent to talk more, in order to understand what is important to them and then explain how the census could help. Other participants also suggested the interviewer pay closer attention to the respondent's interests. The video that they watched contained an example that prompted more discussion. In the *Unaware* video, the interviewer spoke about programs for the elderly. One participant wondered about the interviewer's intentions in bringing up the elderly: did she think that the respondent was elderly? Some participants appreciated this, liking that she noticed that the respondent was an older woman. But other participants noted that this technique could backfire if, for example, the respondent didn't consider herself elderly. Another participant commented that the interviewer's assertions about helping seniors were not relevant at all because they are not believable. To this participant, this idea seemed too farfetched to be true.

### *Reaction to Key Messages*

Because, in contrast to the *Language barrier* where there was no common language between the interviewer and the respondent, the *Unaware* video featured two Russian speakers, this video provided the Russian Language focus group participants with their first opportunity to hear and react to messaging about the census. Participants shared feedback about the content of the messaging as well as the order of the messages. Participants in the Russian-language focus groups expressed a universally strong preference for a short and direct introduction from the interviewer. They reacted negatively to what they viewed as extraneous information. Participants felt that it was important for the interviewer to speak briefly but directly to the fact that the census is required by law and then address security concerns. They did not appreciate discussion about where funds would go.

Excerpt 26. [R3 Lines 392–396]

P4: *"I think there was too much unnecessary information about distributing funding. I think they should emphasize the message 'the survey is important because it's required by Law' and that 'the survey results influence future governing.' If the respondent asked other questions, then the Interviewer could answer them. But if not, then there is no need to focus on why the census is important."*

The interviewer in the video tries to confirm the address with the respondent. To those who are familiar with the census, confirming an address is a very basic, essential part of the process of participation. However, it seemed odd to some of the focus group participants. One participant asked why the interviewer repeatedly mentioned the respondent's address in the video. Other participants wondered why the interviewer mentioned the respondent's

address, but not their name. In their mind, if the interviewer knew their address they should also know their name. Participants in another focus group expressed concern about the question “Do you live at this address?” because they worried that this question could put some respondents on edge. Despite the preceding discussion between the interviewer and respondent in the video, not all of the focus group participants had enough context to understand why the interviewer would ask the respondent about their address. Instead of confirming the address of the home first, some participants suggested that the interviewer should first explain why she had come to the house.

Excerpt 27. [R3 Lines 321–325]

P5: *“I didn’t like that she started with the questions “Do you live at this address?” and said the address. It would be better if she first explained the purpose of her visit and then started asking her questions.”*

Excerpt 28. [R5 Lines 405–408]

P10: *“I want to say that the first question she asked: “Do you live at this address?” threw the respondent off... You could even see how the respondent sort of got concerned. Maybe that question had to be asked a little bit later, at the time when she already started filling in the survey... that’s when this question needed to be asked.”*

Participants had a lot to say regarding the key messages about the census. They provided feedback about the content of the messages as well as the order in which the messages should be presented. The messages they reacted to included a brief description of the census and explanation of why it is important, an explanation of the benefits to participation in the census, an assurance of confidentiality and that the census does not take much time. The interviewer shared a printed Security Warning Card with the respondent when discussing confidentiality.

Participants had a strong reaction to the message that the census is required by law. Their reaction to this message generally shaped their feedback about other persuasive messages. Although one participant believed that participation in the census should be a personal choice, the vast majority of participants in all of the focus groups felt that the law eliminated much of the need to convince a respondent to participate and even rendered some of the other messaging irrelevant. Because they found this part of the message to be a critically important one, they thought it should be included early in the introduction. Participants also agreed that a short explanation of why the interviewer had come to the household, what the census is, and why the census is important was essential. However, they strongly believed that this introduction should be short, simple, direct and to the point.

Excerpt 29. [R3 Lines 345–348]

P4: *“As I understood, by the end of the video, she said that participation in the census is required by law. But she only mentioned it at the end. But I think that she needed to start with that. After the introduction, she had to say that*

*the Law required everyone to participate. And then... you know... Law is Law...* ”

Excerpt 30. [R1 Lines 503–504]

P3: *“It’s necessary to start with saying that it’s the Law of the US. And that according to the Law, everyone must participate in it. I believe that this would reduce resistance”*

Participants reacted positively to the message that the census is confidential, and found it to be a crucially important message. Many commented that the interviewer should mention confidentiality early in the interaction, and some thought that it should be mentioned first, after a brief introduction. Participants reacted positively to the Security Warning Card and thought the interviewer should show the card when discussing confidentiality.

Excerpt 31. [R3 Lines 341–343]

P8: *“And why did she not show that piece of paper about the confidentiality at the very beginning? It would make the person feel good. The respondent resisted a lot, but she showed it at the very end.”*

Excerpt 32. [R4 Lines 500–503]

P7: *“Maybe **at the beginning** she should’ve explained about confidentiality and then talk about everything else... Because the respondent began to trust what the Interviewer was saying only after she had shown her the confidentiality paper, explained that everything would be kept in secret.”*

However, although the participants found the Security Warning Card to be important and generally believed that it should be shown to the respondent early, some openly doubted that a respondent would actually read it. One participant thought that a respondent would only read the title, and another thought the respondent wouldn’t read it at all. However, reading the card was beside the point. Participants thought the card was important to show whether or not it was actually read.

Participants also reacted positively to some of the other messages about the census. They found it important for the interviewer to make it clear to the respondent that the census doesn’t take much time to answer. This was another message that they suggested should be mentioned early in the interaction. Participants also reacted positively to the interviewer’s offer to help them complete the form and to the message that everyone, including the respondent’s neighbors, must participate. One participant suggested that the interviewer be very specific about what questions would be asked as part of the census, so that respondents could have a better understanding of what they were asked to do.

Although participants differed a little in the order of messaging they suggested, there was widespread agreement that an introduction to the census, an assurance of confidentiality, a mention of the law requiring participation, and an assurance that the census will not take much time were the most important topics for an interviewer to cover. There was also

strong agreement that the interviewer should cover these topics in a straightforward, quick and direct manner.

### *Reaction to Culture-Specific Interaction Features*

Participants agreed that the interviewer spoke Russian well. However, they disagreed with some of her language choices. The phrase *домохозяйство* (household) appeared somewhat anachronistic to some participants. It is the correct term for household, and it is used by the Russian census, but it has become a technical term, and some would prefer to be asked about their family rather than their household.

Some participants objected to the use of *«Апартамент»* (apartment). This term is borrowed from English and Russified into the Cyrillic alphabet, so generally Russian speakers who have been in the U.S. longer accept the term, but Russian speakers who came to the U.S. more recently will find it bad and tend to prefer the Russian term *«квартира»* (apartment).

While discussing language choice, one participant suggested that *«будет обезличено и иметь форму статистического отчета»* (data will be grouped together in one system and produced as a statistical report) sounds overly formal, like written language. While it is in fact formal language, there is not much that could be done to make it less formal, except for supplying some very concrete examples or maybe using phrasing like this: *«данные будут анонимны и использоваться как статистика / “the data will be used anonymously and as statistics”*). This participant also suggested that *«Ваши соседи уже на это ответили»* (your neighbors have already responded) would be less intimidating than *«придется»* (will have to). This is one person who clearly objected to the directness of the mandatory message. Because of the sheer impact and importance of the current phrasing to the majority of focus group participants, we would not recommend making any changes based on her suggestion.

Aside from these comments about language choice, participants found nothing else about the video to be culturally inappropriate.

Participants did note, however that “no means no” in Russian, and outright refusals should be avoided. Once someone says that no, they will not participate in the census, and they will not change their mind. Interviewers should be careful not to put a respondent into a situation where they refuse to participate.

### ***8.2.2 Group-Specific Findings: Monolingual vs. Bilingual Groups***

There were no significant differences in findings between monolingual and bilingual participants in reaction to this video.

## 8.3 Fear/Mistrust of Government

### 8.3.1 Summary of Findings

The third video that the Russian-language focus group participants watched showed a Russian speaking Census interviewer visiting an apartment of a respondent who was fearful or mistrustful of government. Fear of government was a common theme among Russian focus group participants. Their fear was primarily based on experiences with the government in their home countries, and they expressed concern throughout their focus group sessions that the Census interviewer not appear too stern or threatening.

Although the script was different from the previous video, and participants were told not to repeat the same points, much of the feedback to this video was similar to the feedback provided in response to past videos. Participants did not dwell on the differences between a respondent that was unaware of the census and a respondent who was afraid of government and thus hesitant to participate. In response to this video, participants reiterated the importance of having the interviewer not appear too official or stern. Participants again mentioned how it was important to them that the interviewer appear trustworthy and credible, as well as patient, polite, and professional. Participants also stressed the importance of the interviewer appearing friendly and smiling more. They again agreed that it was important for the Interviewer to be knowledgeable, but they strongly disliked long-winded or formal speech. They wanted her answers to be concise, simple and direct. They once again emphasized the importance of explaining that the census is mandatory and pointed out that mentioning this early on could potentially eliminate wasted time. Participants also spoke again to the importance of the Security Warning Card. However, after seeing the Security Warning Card again in this video, some participants voiced more of a tactile concern. They began to speak to their desire to hold the Security Warning Card in their hand, as well as the census form, to hold and read the documents for themselves.

#### *Reaction to Interviewer's Nonverbal Behavior and Appearance*

Participants commented that Russian people are generally suspicious and not trusting. For this reason, the interviewer needs to be friendlier and smile significantly more. They also commented that it is very important for Russian people to understand why the interviewer is coming to the door.

Participants reacted positively to the interviewer's patience and persistence. They liked that the interviewer did not get discouraged. She didn't seem annoyed or give up because the respondent was reluctant. They appreciated that the interviewer was calm and confident, and not taken aback by the demeanor of the respondent. They found her polite, and they appreciated that she came off as professional and dressed neatly.

Participants discussed their concerns about the safety of the respondent who was being visited by a stranger. They reiterated the importance of being aware of the census prior to the knock on the door, emphasizing the importance of a good informational campaign so that people knew to expect a visit from a Census interviewer. One participant suggested that a sign in the lobby of the building might spread awareness. One group noted that it would be more threatening for a male interviewer to come to the door; worse two male interviewers; and even worse than that would be two male interviewers who came inside the home. The Census interviewer in this video did not enter the home but instead stood in the doorway, and participants reacted positively to this. They found it less threatening for the interviewer to remain in the hallway in front of the apartment, rather than going inside the home to complete the census. However, with the Census interviewer standing in the doorway to the home, participants were once again very sensitive to the eye contact of the interviewer. They thought it was important for the interviewer to maintain eye contact with the respondent and not try to look around the apartment.

All of the participants understood the interviewer's speech and believe that they would take part in the census, but some expressed a preference for holding materials in their own hands and reading them for themselves. One participant mentioned that he would take the information and complete the census on his own after the visit. This person mentioned a general distrust of people coming to the door and asking for information. Other participants said that they would like to hold the Security Warning Card for themselves. Some participants wished that the interviewer had handed the Russian form to the participant and let them read it for themselves. These participants likely generally preferred to read new information for themselves over listening to it.

Some participants felt that the interviewer should be able to provide incentives for participation. Participants in some of the groups suggested that participation in the census be incentivized with a t-shirt, a pen, a pin or something else.

### *Reaction to Interviewer's Verbal Behavior*

After watching this video, the focus group participants reacted positively to the interviewer's apparent knowledge about the census. They liked that she was prepared to answer questions and counter resistance from the respondent with good, detailed responses. However, they disagreed about whether the responses that the interviewer provided were easy enough to understand. Participants agreed that a Census interviewer should use simple, clear and straightforward language, but they disagreed about whether the interviewer in the video had done this. While some participants commented on her use of simple and precise language, others commented that her responses should be shorter, simpler, and easier to understand. Some participants commented on the formal register of the words, indicating that the language sounded too official and somewhat unnatural for spoken speech, and one participant expressed concern that some of the information would

be particularly difficult for a middle-aged woman to understand. In addition to using simple language, some participants commented that it was good that the interviewer let the respondent ask questions and did not interrupt the respondent.

Excerpt 33. [R1 Lines 696–698]

P9: *"I can say that she's quite polite. If they responded negatively, she kept being polite... she responded back and explained why she did what she did... that was her job and ... she did it quite politely..."*

Participants commented that it was important for the interviewer to tailor the messaging to the respondent. This tailoring included, for example using more or less detail according to a respondent's apparent level of understanding, using different messages for young and old, or speaking to a respondent's concerns and the ways in which the census relates to them. In this way, some participants felt that the interviewer should allow the respondent to talk more and then customize their responses. For example, if a respondent complains about traffic, the interviewer could explain how the census could help with traffic problems.

Excerpt 34. [R4 Lines 721–724]

P9: *"When the respondent is unhappy about the traffic {Note: Utters in English: traffic} and schools, that's when the Interviewer should explain how the census would help with it and, I believe, it would be better if the Interviewer did that in a form of questions, asking for the respondent's opinion, rather than just pouring all this information on the respondent."*

One participant objected to too many references to 'the government,' saying this may make Russian speakers nervous.

Excerpt 35. [R1-P5 Lines 587–590]

P5: *"there was **too much** of "government," "government" ... not all people feel good about the government. As I remember, this makes Russian-speaking people anxious. Then, Social Security and immigration status... they shouldn't mention them at all. If a person asks about it then they can answer it. This is my opinion."*

This respondent spoke to concerns that are common among immigrants in the U.S., such as social security and immigration status. This represents another interpretation of 'fear of government' that was less common in the Russian-language focus groups, but still present.

### *Reaction to Key Messages*

After watching this video, participants discussed the communication about the census that the household could have had prior to the visit. After mentioning that respondents first receive a census form in the mail and are given a chance to complete the census online, participants felt that this information was important for the interviewer to mention. They felt that the interviewer should mention that the census form was already sent in the mail, but wasn't returned and completed and that the household had not yet completed the census.

online. Participants also thought that it might be helpful for the interviewer to explain to the respondent that she had a list of addresses, and the respondent's address was included on the list. This way they would feel less singled out. Participants were encouraged to hear that others were also participating.

Excerpt 36. [R6 Lines 606–611]

P6: *When the respondent asked the Interviewer why she came to see her specifically, the Interviewer said that she came to the address. She should've said: "See, I have a list of addresses that I need to visit and your address is on this list."*

P2: *Yes, that would be better as it would give the respondent the idea that she's not the only one who was picked by the Interviewer."*

Participants were interested to hear more about what questions were and were not included on the census form. They were reassured to hear that their social security number would not be collected, their passport information was not necessary, and their immigration status would not be collected. They thought it would be helpful for the interviewer to carry a sample census form that they could hand to the respondent. Participants discussed reasons why someone who feared the government would refuse to participate in the census, including that the respondent has something to hide or is afraid of the government knowing something. The Interviewer should make it clear from the beginning that they only care about the number of people living at the house, their age and their gender, and not their immigration status.

Excerpt 37. [R5 Lines 721–726]

P6: *"I thought about my relatives from the former Soviet Union... they feared the government and were afraid to get in trouble by sharing information. So, for me, it's important to know for sure whether or not the information that they are asking from me and which I don't want to share, whether or not such information would be confidential for real. So, if I did not have to disclose that information then I would participate. But if I had to disclose this information, even if I was told it was confidential, I would not agree."*

Participants thought that it was important to mention confidentiality upfront, and they thought that it was important to mention that the law helps to protect their confidentiality. They appreciated some of the detail about confidentiality, but some commented that information about the penalties to census staff was extraneous or could even be misinterpreted. Some participants wished the interviewer had emphasized that the goal of the census is to release statistics and not individual information, as statistics are a commonly understood example of confidentiality.



Excerpt 38. [R2 Lines 744–745]

- P6: *"The phrases **about imprisonment are scary**, even if they're not talking about this respondent. This all sounds scary and the person may think it is about them."*

Excerpt 39. [R3 Lines 562–564]

- P4: *"I also liked that she mentioned about the Oath and the repercussions for disclosure, that it wasn't just a promise of confidentiality but that everyone was signing non-disclosure papers."*

In this video, the Census interviewer mentioned some of the benefits of the census to Russian speaking people. Participants had mixed reactions to this. Some participants thought it was important not just to mention the benefits to the Russian speaking community but also to offer concrete details about the benefits, to make the claim more credible. Other participants felt that singling out the Russian-speaking population was not a good thing, because it gave them the impression that the count was only of Russian speakers. One participant was confused by the references to Russian speaking people and felt it suggests that the government will pay some special attention to Russian speaking people. However, although speaking about the benefits of the census to the Russian-speaking community generated mixed responses, there was a more positive reaction to the underlying theme of "civic responsibility."

Participants again discussed the order in which the interviewer should present the key messages. Once again, the ordering they suggested was shaped by their view that the fact that the census is mandatory for all makes a long introduction unnecessary. The key elements that participants thought the interviewer should mention were that the census is mandatory for all, that responses will be kept confidential, and that the census is important.

Excerpt 40. [R1 Line 657]

- P2: *"That the law requires it and that it's confidential and important. I'd follow that order."*

Excerpt 41. [R1 Lines 813–814]

- P8: *"This is the law... if she had said at the very beginning that this was the U.S. law, I wouldn't need all the remaining 10 minutes... I would complete the survey."*

Excerpt 42. [R1 Line 668]

- P8: *"Law and confidentiality are the most important."*

Excerpt 43. [R1 Lines 670–671]

- P10: *"We, as law-abiding people... so first about the law and then the confidentiality... so nothing to fear basically... so present all that material in a nice way."*

The messaging that the participants found to be most important consistently did not include the benefits of the census to the community. This is both because participants had mixed reactions to this message and because many saw it as unnecessary. One monolingual participant explained this sentiment well when she commented that the interviewer did extra work by mentioning the benefits in detail. According to her, the interviewer needed only to have mentioned that it was required by law and benefited the Russian community.

### *Reaction to Culture-Specific Interaction Features*

Overall, participants felt that the Interviewer spoke Russian well and the video seemed culturally appropriate. However, participants had feedback about some of the language used in the video. Much of their feedback surrounded terms that are used in census and surveys in order to gain a certain level of precision, but not commonly used in speech. For example, there was some debate about the use of домохозяйство (household), but there was no clear, better alternative to suggest. A couple of participants suggested Все, кто проживает (all who live here) as an alternative, and one suggested Семья (family). The moderator asked if it was better to replace the word домохозяйство (household) with проживающие в этой квартире (residing at this apartment), and some participants agreed. However, there was some concern that a similar phrase проживающие по этому адресу (residing at this address) could scare people. Participants ultimately felt that the interviewer should emphasize that the census is for all addresses and for everyone. This important detail lessens the impact and provides context for the slightly unusual phrasing.

Some commented that «подсчет, пересчет» (count) has a negative connotation. This word is a generally neutral, but respondents might have reacted to the term based on their soviet experience when the concept of being counted was associated with ensuring control from the government. The word is commonly used for votes in elections in addition to the Russian census.

Participants discussed other technical terms as well. One participant commented that some of the language seemed like bureaucratic jargon or professional terminology. She suggested that «общенациональная» (National) could be replaced with «по всей стране» (all over the country) and «анкетирование» (survey) could be replaced with «заполнение анкеты» (questionnaire completion).

Participants in one of the focus groups discussed and disagreed about how direct the interviewer should be. Some participants commented that speech on behalf of the government should be more direct. They felt that there were too many unimportant words, like я Вас уверяю (I assure you), «поверьте» (believe me), «видите ли» (you see). One participant said: "If she's a government representative and she's doing her job, and this is for the government and the Law requires it, she needs to be brief and to the point. Just say: 'we need you to do this and that', 'please do it'." Another participant who also found this phrasing unnecessary further claimed that these phrases could come off as threatening and

unprofessional. Other participants disagreed. These participants liked that the Interviewer used words like «видите ли» (you see). They felt that the approach suggested by the first participant was too direct. Ultimately some respondents will appreciate phrases like these and others will not.

### ***8.3.2 Group-Specific Findings: Monolingual vs. Bilingual Groups***

There were no significant differences in response between monolingual and bilingual participants.

## **8.4 Low Engagement**

### ***8.4.1 Summary of Findings***

The fourth and final video that the participants watched showed a Russian speaking interviewer visiting an apartment and speaking with a Russian speaking respondent who was not very civically engaged.

After watching this video, participants reiterated many of the same themes that had come up in reaction to other videos. They once again emphasized the importance of knowing in advance that the Census interviewer will come to their house, and they once again expressed a strong preference for a short and direct introduction from the interviewer that mentions that the census is mandatory for all, that the responses are confidential, and that completing the census won't take much time. Again, the participants spoke to the importance of the interviewer smiling, making eye contact and listening to the respondent.

#### *Reaction to Interviewer's Nonverbal Behavior and Appearance*

Participants had little to say about the interviewer's nonverbal behavior or appearance in this video that they had not discussed after watching the previous videos. They reiterated the importance of the interviewer smiling and appearing friendly, remaining patient and polite, making and maintaining eye contact, and listening and responding to the respondent.

Some participants suggested that the Interviewer just leave a census form with the respondent and ask when she should return. This would allow the respondent time to read and review the census form on their own.

#### *Reaction to Interviewer's Verbal Behavior (Words Used, Tone, etc.)*

After watching this video, participants discussed the interviewer's greeting, introduction and way of getting to the door. Some of the participants expressed their surprise that the Census interviewer was able to knock at the door to an apartment. They wondered how the interviewer would have entered the building without their knowledge.

When the respondent in the video answers the door, the interviewer asks the respondent whether they are a resident at that address. Some of the participants expressed concern

that knocking at the door and asking, "Do you live at this address?" could appear threatening. They spoke of other ways to begin the interaction. Some participants would prefer "good afternoon" to "sorry for disturbing you" as a greeting. Some participants thought it was important to introduce the census before confirming the address. One participant liked the idea of introducing participation in the census as being part of something bigger.

Excerpt 44. [R3 Lines 762–764]

P6: *"One more thing... in every video she says: 'Every 10 years the Census Bureau...' no need to say it that way, better to be more... It's better to say like this: 'as you know, census is underway right now' ... That way it makes the person feel like a part of what happens across the country."*

The participants liked that the Interviewer said she "won't even have to go inside" the apartment. It helped them to feel more at ease to know that the census could be completed in the hallway. They emphasized that they thought it was not a good idea to enter someone's home without an invitation.

Excerpt 45. [R5 Line 814]

P5: *"I think it's encouraging when the Interviewer says, 'I don't need to walk inside of your home. We can do it right here.'"*

Participants discussed the interviewer's style. Some participants felt that the interviewer was too monotonous in her tone and didn't show enough emotion. Participants discussed the style of her introduction. One commented that the interviewer said, "I understand that you're tired, that you just came from your work and you have things to do." This participant then asked: "why say so many unnecessary words? 'It's required by Law'- and that's it" [R6 P1 lines 754–755]. Another participant disagreed: "I disagree... that those introductory words were not useful. I believe those words help to establish contact between people. If an Interviewer were speaking to me in just a dry and formal manner I would not respond to her, I'd ask her to leave me some information so I could contact them later. I wouldn't be refusing per se, but I would do it when I felt it would be convenient for me. Aggressive persistence would cause a negative response" [R6 P7 lines 773–774]. These points of view are not actually as divergent as they seem. It is polite to begin with an introduction or greeting, but neither are expecting an extended conversation by way of greeting and both expect the interviewer to get to the point quickly.

The participants liked that the interviewer in the video said that the census can be completed quickly, and she can help. Participants noted that it would be helpful to include: "I'm a Russian speaking interviewer, I'm visiting the Russian speaking people and I'm spending my time here. Spanish speaking interviewers visit Spanish speaking people but I spend my time on you" [R6 P10 676–678]. They appreciated that she said «я Вас уверяю» (I assure you.).

A conversation about interviewer safety led the participants to debate the utility of having two interviewers. Although this may be safer for the interviewer, it was quickly decided against, as it would come off as more threatening.

### *Reaction to Key Messages*

Participants once again reiterated how important it is for the interviewer to make it clear that she was there because the respondent had not answered previous mailings.

Excerpt 46. [R3 Lines 785–786]

P1: *"It would be better to say: 'two weeks ago our Bureau sent out a mailing, but for some reason we didn't receive your response.' "*

Participants again spoke of the importance of the census being required by law, and again this fact eclipsed the others. They felt that this should be said early on, and that it should shorten the conversation substantially because people would quickly decide to participate. Participants were divided about whether they themselves would participate, but many felt that the legal obligation alone was persuasive. Participants thought that it was also very important for the interviewer to show the Security Warning Card, so that respondents could see in writing that participation is obligatory.

Participants discussed the civic duty to participate in the census:

Excerpt 47. [R1 Lines 849–850]

P5: *"The ending **is more convincing**... she explained... that is you're required to do it because of the U.S. Law... you're required to do it, this is your civic duty. This would motivate the person..."*

Excerpt 48. [R1-P10 Lines 852–853]

P10: *"These are most important words that change everything... when the person hears that it's the law of the United States and that it's your civic duty, these are the key words."*

Generally, the participants would assume that civic duty applies only to citizens. One participant suggested saying "everyone, regardless of their legal status, is required to participate" rather than "you are required to participate." Participants liked that the interviewer in the video mentioned that the respondent was obligated to participate and that participation in the census is the responsibility of all those who live in the US, regardless of immigration status. Some participants were unsure of whether гражданский долг (civic duty) makes sense to noncitizens. Although the word гражданский (civil) has a generic meaning that could be applied regardless of citizenship, it shares the same root as гражданин (citizen) which was used as a term of address in the soviet era. Instead of "ladies and gentlemen," soviets used Граждане! Товарищи! (Citizens! Comrades!), and probably because of the question of U.S. citizenship is such a prominent issue for Russian

immigrants, this may make some people think that civic duty only applies to citizens. One alternative to this would be «общественный долг» (societal duty).

Although the majority of the participants in all of the Russian-language focus groups spoke to the importance of making it clear upfront that the census is mandatory, some of the participants struggled with the best way to present this fact. One of the monolinguals discussed this problem:

Excerpt 49. [R4 Multiple Participants Lines 825–852]

- P5: *But this phrase: "you're required" raises some kind of protest... "I'm required? I'm not required to do anything!"*
- P4: *And if she's not a citizen, then she's not required!*
- P5: *But if the Interviewer tried to persuade her by saying that "this would help you too and you also are helping the government to plan for your future and for the future of your community"... then it would be more effective.*
- P6: *I would also emphasize the benefits to the community including the respondent over the message of the census "being required."*
- P8: *Yes, the phrase: "you're required" makes people feel negative.*
- P1: *But, it is **our obligation**. People are indeed required to participate.*
- P2: *It's the patriotic duty of people who live in this country.*
- P8: *But "you're required" does throw you off...*
- M: *How would you change it?*
- P4: *"Желательно бы" (it is advisable).*
- P5: *Even better to say it in a more personal way: "я буду вам очень благодарен" (I would be thankful).*

Participants in this group spoke to ways to soften the message so that a respondent would not react negatively to it, and these strategies included mentioning benefits to the community, which had repeatedly been identified as an extraneous message. The message that the census is required is clearly the key message, but the presentation of it was not as universally agreed upon.

Participants expressed a variety of concerns about their participating in the census. They commented that people who had been in this country longer may have had more of a chance to get used to the census, whereas for people who are newer to the country it would take some time to get comfortable with it. They mentioned concerns over making a mistake on the form or providing an incorrect response. One person mentioned that someone with a record (e.g., a DUI) could be worried about participating. Participants commented that in the current political climate, undocumented residents would not answer the door. Some of the participants commented that it sounded like respondents couldn't get into trouble for

their responses, but the interviewer could get into trouble for disclosing information. But a respondent may not know this before they opened their door and spoke with a Census interviewer.

Participants held steady in their belief that the key messages for the Census interviewer to convey are that the census is necessary for all and that responses will be kept confidential (that the law guarantees confidentiality).

Excerpt 50. [R6 Lines 692–695]

P7: *"In all three videos the confidentiality and law are mentioned at the end, and I think that they should start with it... they need to make sure people understand right away that the law guarantees the confidentiality and, in addition, this would benefit your area. The messages of confidentiality and that the Law requires need to be at the very beginning."*

Once these key concepts have been covered, the interviewer could discuss other things, such as the ways in which census completion can benefit an area or that the goal of the questions is to create reliable statistics. Interestingly, although the majority of groups had strong or mixed opinions about whether it was effective to talk about the benefits of the census to the community, one group had warmed to the idea after discussing this video. Participants in this group also suggested that the interviewer emphasize community planning and benefits to the community over the message of the census being required. One participant had a suggestion for the interviewer to first introduce herself and then "to say that 'in order to improve the services in the community and the country and so on... we're conducting this census and so on... and we'd appreciate...'. I mean, to change the format of the speech a bit." To these participants it could be a good idea to discuss the ways in which the census benefits others—although this should only be discussed briefly or after it has been made clear that the census is mandatory.

### *Reaction to Culture-Specific Interaction Features*

Participants had some suggestions to soften the interviewer's language. Some participants mentioned that the Interviewer's emphasis should be on 'the country' rather than 'the government.' And some participants didn't like the words required or obligation, because they seemed overly harsh or direct. One suggested "Желательно бы" (it is advisable), and another suggested: "я буду вам очень благодарен" (I would be very thankful). These suggestions, however, were likely not a reaction to the words chosen or used by the interviewer, but rather a reaction to what some respondents viewed as a pressure situation. Although the strong and clear preference was always for more direct language, a small number of respondents perceived more of a need to use polite language.

#### **8.4.2 Group-Specific Findings: Monolingual vs. Bilingual Groups**

There was a small difference between the reactions to this video from participants in monolingual and bilingual focus groups. Participants in monolingual groups were slightly more likely to prefer a more direct approach from a Census interviewer. Some of the monolingual participants had a negative reaction to some of the language used and felt that the tone of the interviewer sounded pleading, and not appropriate. They expected a representative of the government to sound a bit more aggressive and confident. One respondent thought that the Interviewer could have been firmer, as she was there for official business. Other monolingual participants liked that the interviewer was persuasive, patient, persistent and polite, and thought that she seemed respectful. Bilingual participants did not express a wish for the interviewer to be firmer in any of the groups. Overall, the preference for the interviewer to be friendly and polite and smile more was much stronger across all of the focus groups, both bilingual and monolingual, than any preference for her to be more firm.

### **8.5 Summary of Overall Reaction across the Four Videos**

#### **8.5.1 Most Encouraging Messages**

Overall, participants in the Russian Language focus groups expressed a very strong preference for two key messages; that the census is required by law and that responses will be kept confidential. Although some participants were encouraged to hear about the ways in which the census benefits the community, others felt as though this kind of message was not relevant and not very credible.

#### **8.5.2 Most Common Concerns or Reasons to Refuse to Participate in the Census**

Overall, the Russian Language focus group participants reported that they would agree to participate in the census, and that the decision was straightforward because participation is required by law. However, participants expressed unease about a visit from a stranger to their home and a general fear or distrust of government. Knowing to expect a visit from a Census interviewer and being able to easily identify a Census interviewer were both very important to the participants. Once the respondent opens the door to the interviewer, it is very important for the interviewer to appear friendly and credible, provide clear, direct and simple responses to questions, and appear knowledgeable and professional.



## 8.6 Recommendations

### 8.6.1 Recommendations for the Language Barrier Situation

#### *Interviewer Behavior and Appearance*

Focus group participants reported unease about a visit from a stranger, and a language barrier can only add to that apprehension. Because of this, the interviewer's appearance and behavior are important. It is important that the interviewer dress modestly and professionally, and that the interviewer be easily recognizable to the respondent. The messenger bag and badge can help the interviewer to be readily identifiable, but a badge could be threatening or intimidating to someone who could not read it. To help with this, respondents suggested that the interviewers wear more of a uniform or carry more than just a messenger bag with obvious census branding. Participants also spoke of the importance of expecting a visit from a Census interviewer, both from communication by mail that precedes the visit and through a wider public awareness campaign.

It is generally important for the interviewer to smile and appear emotive and friendly. A friendly demeanor can help to put the respondent at ease. The interviewer should make and maintain eye contact and not try to peer into peoples' homes.

When encountering a language barrier, it is important for the interviewer to remain calm and patient and to not raise the volume of their speech. The interviewer should first try asking "what language do you speak?" in English before beginning to use the language card.

#### *Placement of Russian in the Language Identification Card*

Most participants found it difficult to find Russian on the Language Identification Card because it was one of the last languages displayed and the languages were displayed in order according to their names in English. Participants found the cards visually difficult to navigate, and it seems like there was too much information on the page. The designers of the card should consider other ways of displaying the information on the card to make it easier to read and easier to search for one's language. Ordering the languages according to their names in English is not intuitive to respondents who speak a language like Russian that uses a different alphabet; other ways of visually organizing the information should be considered. The card designers should consider including the translated name of the language in addition to the language name in English and making the language easier to see and identify, for example by moving it to the left-hand side of the page, making it bolder or darker or increasing the contrast between the text and the background, or by making it larger. Participants suggested adding more color or a graphic element, such as a flag, in order to make the card easy to navigate. However, using flags would quickly become untenable, as more than one language is spoken in each country, and languages are spoken in more than one country. In addition to this language preference and national identity are not simple matters.

Participants felt very uneasy about providing their phone numbers to the interviewers in order to facilitate communication by phone in Russian. If this is the only solution for communicating in Russian, more information about why a phone number is needed and the privacy measures that will be used to protect the number would need to be shared.

### ***8.6.2 Recommendations for the Unaware, Fear/Mistrust of Government, and Low Engagement Mindsets***

The focus group participants had many strong recommendations about presentation of key messages about the census. It was important that the interviewer be very well prepared and knowledgeable about the census. The interviewer should appear polite and friendly, listen to the respondent, and answer questions in a simple and direct way.

Participants expressed very strong opinions about the key census messages. The most important message, in their view, is that the census is required by law, and because this is the key message, other information presented should be brief, simple and direct. The interviewer should provide a short, simple and direct introduction to the census including a concrete description of what the census questions entail. The interviewer should then explain that the census is required by law for everyone and that responses are confidential. The interviewer should show the Security Warning Card when explaining that the census is confidential. The interviewer should then let the respondent know that the census will not take long to do (5–10 minutes), and that they will be able to help.

Interviewers should be able to provide answers that are appropriate to the respondent's level of understanding. If a respondent expresses concerns, the interviewer should be able to address them. The benefits of the census to the community should not be a standard part of the interviewer's introduction or explanation of the census, but they can be mentioned if the interviewer believes they are appropriate in the context of their conversation with the respondent. If they are mentioned, the interviewer should be prepared to be specific in the benefits they mention. It may also be helpful to mention that the information collected is for statistical purposes only.

## Exhibit 8-1. Summary of Russian-Language Recommendations for the Mindsets of *Unaware, Fear/Mistrust of Government, and Low Engagement*

### 1. Interviewer's nonverbal behavior and appearance

- |                     |  |
|---------------------|--|
| Appearance          | <ul style="list-style-type: none"> <li>Interviewers should dress and act professionally and neatly in modest clothing and tie long hair back so it is not distracting.</li> <li>Interviewers should carry census branded items prominently, and, if possible, wear a uniform.</li> </ul>   |
| Non-verbal behavior | <ul style="list-style-type: none"> <li>Interviewers should remain polite, calm and friendly. They should listen to the respondent and avoid a flat affect.</li> <li>Interviewers should make and maintain eye contact. Interviewers should not peer into people's homes.</li> <li>Interviewers should be prepared to answer questions with simple and direct responses.</li> <li>Interviewers should consider coordinating with the management of an apartment building before visiting. It may be possible to provide some kind of warning to residents to let them know to expect the interviewer, and the interviewer may be able to better anticipate what languages are spoken in the building.</li> <li>The census should consider providing a way for respondents to verify Census interviewers, either by allowing respondents a way to confirm some piece of badge information or allowing dubious respondents an opportunity to complete the census at an official location of some sort.</li> </ul> |

(continued)

## Exhibit 8-1. Summary of Russian-Language Recommendations for the Mindsets of *Unaware, Fear/Mistrust of Government, and Low Engagement*

### 2. Standard opening statement (for all three mindsets)

Once the respondent answers the door, the interviewer can use the following language in the order needed, depending on the direction the conversation takes. The Interviewer should pause after each message to give the respondent a chance to respond or ask any questions.

Russian	English
<ul style="list-style-type: none"> <li>GREETING and IDENTIFICATION Здравствуйте. Доброе утро/Добрый день. Меня зовут [FIRST NAME]. Я от Американского Бюро Переписи Населения. Вот мое удостоверение личности. У Вас есть несколько минут?</li> <li>PURPOSE OF VISIT В настоящее время Бюро переписи населения проводит перепись по всей стране. Мы послали по почте на каждый адрес письмо с просьбой о сотрудничестве, но мы не получили ответ с этого адреса. Я здесь (пришел), чтобы помочь Вам заполнить форму (анкету).</li> </ul>	<ul style="list-style-type: none"> <li>GREETING and IDENTIFICATION Hello. Good morning./Good afternoon. I am [FIRST NAME] from the U.S. Census Bureau. Here is my ID. Do you have a few minutes?</li> <li>PURPOSE OF VISIT Right now the U.S. Census Bureau is currently conducting the population census in the whole country. We sent a mailing to every address asking for cooperation but we have not received a response from this address. I am here to help you complete the form.</li> </ul>

▪ MANDATORY PARTICIPATION AND CONFIDENTIALITY:

Участие в переписи требуется законом. Все живущие в этой стране должны заполнить форму переписи населения независимо от их гражданства или их иммиграционного статуса. И этот американский закон гарантирует, что Ваши ответы будут конфиденциальными. Ваши ответы никак не повлияют на Ваш иммиграционный статус, социальные пособия или медицинскую страховку.

[Show the Security Warning Card.]

▪ BURDEN AND CONTENT:

Вопросы переписи очень легкие, и они занимают всего несколько минут. Мне даже не нужно входить в Вашу квартиру/дом (чтобы помочь Вам ответить на них.) Вопросы в анкете о том сколько людей здесь живет, их возраст, их пол, и т.д.

▪ ADDRESS VERIFICATION:

- Я должен задать вопросы из анкеты переписи населения любому взрослому, который живет по этому адресу. Вы проживаете по этому адресу <ADDRESS>?

▪ MANDATORY PARTICIPATION AND CONFIDENTIALITY:

Participation in the census is required by law. Everyone living in this country must complete the census form, regardless of their citizenship or their immigration status. But the same law guarantees that your answers will be confidential. Your responses will not affect your immigration status, social benefits, or medical insurance.

[Show the Security Warning Card.]

▪ BURDEN AND CONTENT:

The census questions are very easy and they only take a few minutes. I do not even need to come into your apartment/house. The questions ask how many people live here, their age, their sex, etc.

▪ ADDRESS VERIFICATION

- I need to ask the census questions to any adult who lives at this address. Do you live at <ADDRESS>?

(continued)

## Exhibit 8-1. Summary of Russian-Language Recommendations for the Mindsets of Unaware, Fear/Mistrust of Government, and Low Engagement

### 3. Additional messages that might be most useful to address different concerns or mindsets

If the respondent has further questions, due to unfamiliarity with the U.S. Census Bureau, fear/mistrust of the government, low engagement with civic duty, or any other reason, the Interviewer can use the following messages after the opening statement to address each type of concerns:

Russian	English
<p>▪ PURPOSE OF THE CENSUS COUNT</p> <p>Бюджетное финансирование услуг и программ в каждой местности страны основано на числе людей, которые там живут. Поэтому очень важно иметь полные и точные цифры о количестве населения.</p>	<p>▪ PURPOSE OF THE CENSUS COUNT</p> <p>Government funding for services and programs in each local area in the country is based on the number of persons who live there. For this reason it is very important to have a complete and accurate count of the population.</p> <p>&lt;&lt;MIGHT BE MOST USEFUL FOR UNAWARE MINDSET&gt;&gt;</p>
<p>▪ CONFIDENTIALITY WITH STATISTICAL USAGE</p> <p>Данные, которые мы собираем, будут использоваться, чтобы собрать статистику. Никто за пределами Бюро Переписи Населения не будет знать какие ответы принадлежат какому человеку. Ваши ответы и личная</p>	<p>▪ CONFIDENTIALITY WITH STATISTICAL USAGE</p> <p>The data we collect will be used to create statistics. No one outside the Census Bureau will know which answers belong to which individual. Your responses and personal information will be</p>

информация будут сохранены строго конфиденциальными и не будут разглашаться.

▪ CONFIDENTIALITY

Американское Бюро переписи сохраняет в тайне полученные сведения о частной жизни людей и строго защищает конфиденциальность всей информации. Ваши ответы никогда не будут переданы в другие правительственные учреждения.

▪ OVERALL BENEFITS OF CENSUS DATA

Для того чтобы распределять государственные фонды важно знать побольше деталей о населении каждой местности. Если результаты переписи показывают, что произошло увеличение числа маленьких детей в данной местности, то федеральные средства могут быть выделены для услуг детям, таких как строительство новых школ или детских площадок и улучшения других специальных услуг. А если результаты переписи показывают, что там живет большое количество **ПОЖИЛЫХ ЛЮДЕЙ**, то могут быть выделены фонды для улучшения услуг пенсионерам. Например, на постройку центров или домов для престарелых.

kept strictly confidential and will not be disclosed. <<MIGHT BE MOST USEFUL FOR FEAR/MISTRUST>>

▪ CONFIDENTIALITY

The U.S. Census Bureau honors privacy and strictly protects confidentiality. Your answers will never be shared with other government agencies.

<<MIGHT BE MOST USEFUL FOR FEAR/MISTRUST>>

▪ OVERALL BENEFITS OF CENSUS DATA

Knowing more details about the population in each local area is important to distribute government funding. If the census results show there is an increase in the number of young children in an area, federal funding may be allocated to that area for children's services, such as construction of new schools or playgrounds, and improved services for children. If the census results show that an area has a large senior population, federal funding for senior services may be allocated to that area to build senior centers or nursing homes, and improve services for seniors.

<<MIGHT BE MOST USEFUL FOR LOW ENGAGEMENT AND UNAWARE>

### ***8.6.3 Recommendations to Avoid Ineffective Verbal and Nonverbal Messages and Behaviors***

A visit from a stranger could be threatening, and participants were particularly wary of visitors with a stern countenance. Interviewers should avoid intimidating tactics altogether, such as putting a foot in the door if the respondent begins to close it. Participants emphasized the importance of listening to the respondent and avoiding delivering messages that sounded like they were memorized by rote. Participants emphasized the importance of making and maintaining eye contact and were very wary of a roaming eye gaze. Interviewers should try to make eye contact and avoid peering inside people's homes. Interviewers should avoid using aggressive language or behavior that might cause a respondent to refuse to participate. If a respondent does refuse to participate, they should not attempt to change the respondent's mind.

Participants thought it was important for the interviewer to provide some background about the census before verifying an address, because otherwise verifying an address can appear as threatening or suspicious behavior. That said, although some background is certainly important, interviewers should be mindful of respondent's time and not spend several minutes providing long explanations. Respondents will perceive this as wasting their time when it would be more respectful to deliver the message quickly and economically.



## 9. FINDINGS FROM ENGLISH-LANGUAGE FOCUS GROUPS

In addition to the non-English-language focus groups this study, focus groups were conducted with English-language participants, and for two reasons. First, they were included as a baseline for comparison to investigate whether participants in the non-English language groups reacted to the Census messages in the same ways as participants in the English-language groups. Second, because the messages were initially designed for English speakers, English-language focus groups were conducted to investigate whether the messages were effective for English speakers.

Of the English language groups, the monolingual English-language groups were E1, E2, and E4. The bilingual English-language groups were E3, E5, and E6. Of the bilingual focus groups, group E3 consisted of all Spanish-English bilingual participants, and participants in groups E5 and E6 spoke English and at least one other language.

### 9.1 Language Barrier

#### 9.1.1 *Summary of Findings*

For all of the non-English language focus groups, a language barrier mindset video was filmed showing a respondent at the doorstep who spoke the same target language as the participants in those focus groups. However, because non-English languages were not relevant in the English-language focus groups, participants in the English-language groups were shown the same language barrier mindset video that was shown to participants in the Spanish-language focus groups. In this video, the interviewer attempts to interview a respondent who does not speak English. When the interviewer sees that the respondent does not speak English, the interviewer shows the respondent the Language ID card so that the respondent can identify her language. Once the respondent identifies that she speaks Spanish, the interviewer asks the respondent for a phone number that the Census Bureau can use to contact her to complete the census at a later date. Regarding attire, the interviewer wore a black dress shirt, a grey cardigan sweater, blue jeans, and casual boots.

Participants across multiple focus groups suggested that most people in that situation would be apprehensive because of the language barrier and because the respondent is being asked for her phone number. For example, one participant in E2 said the interviewer was “lucky” the respondent even answered the door. Participants in E4 discussed that while they might be pressured into giving their numbers to the interviewer, they would not answer phone calls from numbers they do not recognize.

Despite their perception that the interviewer appeared to pressure the respondent into giving a phone number, participants said the interviewer was otherwise friendly. Participants also had both positive and negative reviews of the Language ID card, and offered suggestions for improvement on how to handle the language barrier situation.

### *Reaction to How the Interviewer Handled the Situation*

Participants had both positive and negative impressions of the interviewer that were common across multiple focus groups. Regarding positive impressions, participants in E1, E2, E4, E5 and E6 described the interviewer as appearing friendly and polite. In particular, Participant 2 in E4 described the interviewer as non-threatening and communicative:

Excerpt 1 [E4-P2 Lines 79-83]

P2: "When she came to her, she showed respect by speaking in a way that – her demeanor was non-threatening."

M: "Yes."

P2: "It was, you know, communicable [Sic]. It was like she could relate to her. And I liked the fact that she immediately showed her ID."

As exemplified in the above excerpt, participants in five of the focus groups appreciated that the interviewer showed her ID badge because it helped indicate that she was a legitimate interviewer. Participants in four of the focus groups also said they liked that the interviewer showed the respondent a form (i.e., the Language ID Card) and asked the respondent questions even though the respondent didn't speak English. Participants said this behavior was a sign the interviewer was willing to work through the language barrier with the respondent, as explained by Respondent 1 in E4:

Excerpt 2 [E4-P1 Lines 69-70]

P1: "She was showing her what language does she speak. Even if she can't say that out of her mouth, she can point to them."

Finally, many participants in E4 also appreciated that another interviewer would come back to the house to complete the survey in the respondent's language.

Regarding negative impressions, participants in every focus group did not like that the interviewer asked the respondent to put her telephone number in the interviewer's phone. For example, two participants in E1 described the action as "personal." One participant suggested that a more formal transaction would be to complete a card in Spanish that asks for respondent's phone number. Participants in E1 debated whether the interviewer should instead leave a number for the respondent to call. One participant supported the idea because it was less invasive than the respondent entering a phone number in the device, but other participants did not support it because they felt that the respondent would likely



not call the number provided to her because she already had not responded to initial census data collection attempts.

Furthermore, while she was perceived as generally polite, participants in E2 and E3 perceived the interviewer's approach as a little too aggressive. Two participants in E3 observed that the interviewer did not pause after saying "hello," and went right into explaining the reasons for the visit. Some participants in E2, E3, E4 and E6 also did not like that she appeared aggressive in trying to get the respondent's phone number and did not appear to give the respondent the choice to refuse. Participant P3 in E3 and Participant P2 in E4, respectively, described the respondent as seeming vulnerable in that situation:

Excerpt 3 [E3-P3 Lines 117-120]

P3: "There is a power struggle, and even though the lady who answered the door is resistant to that intrusiveness. She's given hints: moving her head, giving gestures, saying, "No, no, no – I don't want to talk to you!" But she kept going...."

Excerpt 4 [E4-P2 Lines 91-93]

P2: "...The woman's demeanor immediately said, well, I'm – I'm not understanding you. You're asking me and you're showing me the phone and you're saying... – so now she feels under pressure."

As a solution, participants in E2 and E4 suggested the interviewer stop after the respondent began speaking Spanish, and then provide the respondent an information pamphlet in Spanish that has instructions on how to complete the census.

### *Reaction to Interviewer's Nonverbal Behavior and Appearance*

Participants in E2 liked that the interviewer smiled at the respondent. However, the focus groups that made comments about the interviewer's clothing in this video disagreed on whether it was appropriate. In the video, the interviewer wore a black dress shirt under a grey cardigan sweater, blue jeans, and casual boots. Participants in E2 said the interviewer should have dressed more professionally, while two participants in E3 said that the interviewer looked professional.

### *Reaction to the Language ID Card*

Similar to their opinions on how the interviewer handled the situation, participants also had positive and negative opinions of the Language ID card. Regarding positive opinions, participants in E1 said the card had a clean layout. Participants in E4, E5, and E6 liked the card and said it was a necessary tool in a language barrier situation. For example, Participants in E4 liked the listing of several language options and described the card as a necessary tool for the Washington, D.C. area in particular, as this city has residents from around the world. All bilingual participants in the English-language focus groups were easily able to find their language on the card. However, one bilingual participant spoke the

Hindustani language and had difficulty finding it. This finding mirrors the findings in some non-English-language groups where languages listed later on the card were more difficult for participants to find.

Regarding negative opinions, some participants in E3 and E5 said the Language ID card was overwhelming and it might take time for someone to sift through the languages listed to find the applicable one. Participants in E3, E4, and E6 stated the card would not benefit respondents who are illiterate in their non-English language, since literacy is necessary to understand the card.

Respondents' recommendations for improving the Language ID card covered three topic areas: (1) reformatting the card, (2) adding a write-in line space for entering contact information, and (3) using alternative tools altogether. During debates about ways to improve the card in E2 and E3, showing respondents language flashcards that have one language on each card - instead of showing one card with 53 languages - was discussed in E2, and dividing the languages listed on the card by continent was discussed in E3. Neither group came to consensus, as some participants in both groups also preferred the current format to the proposed alternatives. A participant in E5, with experience in graphic design, suggested making the language names stand out more on the paper, possibly by bolding them. A participant in E6 suggested a space on the card to write the respondent's telephone number, assuming that a different Language ID card could be used for each respondent. Finally, as an alternative to using the Language ID card, participants in focus groups E2 and E4 suggested the use of an electronic application that can translate speech into multiple languages, and allow two people who speak different languages to communicate with each other. The application was proposed by Participant P5 in E4:

Excerpt 5 [E4-P5 Lines 172-175]

P5: "So if she had on her phone an app that could download what she wanted to say in that language, boom! She would have been able to get that girl immediately on-board 'cause she would have done boom, boom, boom - showed her."

### **9.1.2 *Group-Specific Findings: Monolingual vs. Bilingual Groups***

Attitudes and opinions were mostly the same between monolingual and bilingual groups. However, one difference between the groups was that some participants in the monolingual focus groups suggested that more interviewers be bilingual to reduce the frequency of language barrier situations.

## **9.2 Unaware**

### **9.2.1 *Summary of Findings***

In the unaware mindset video, the interviewer uses key census messages to convince a respondent who is unaware of the census to participate in the census. The census messages

used by the interviewer include: (1) census data is used to financially benefit the community, (b) census data is confidential, (c) the census is required by law, and (d) the census only takes 10 minutes to complete. Participants in E3 and E5 said this scenario was very realistic because they felt that many people do not want to be bothered. While Participant P5 in E5 agreed with this sentiment, he also said the interviewer was effective with talking about how the census can benefit the community.

When discussing whether they would participate in the census if they had been the respondent in this situation, participants in most focus groups said they would have participated. For example, participants in focus groups E2 and E5 said they would participate as soon as the interviewer demonstrated legitimacy as a Census Bureau representative, and because the census is 10 minutes long and can be done quickly. However, to qualify the group's response, two participants in E5 mentioned that they would insist that the interview happen outside the door, especially if the interviewer is a male and respondent is a female, out of concern for the respondent's safety.

#### *Reaction to Interviewer's Nonverbal Behavior and Appearance*

Participants in E2 and E6 liked that the interviewer showed a Security Warning Card to help explain the interview to the respondent. However, participants in E1, E2, E4, and E5 disliked that the actor playing the interviewer in the video appeared to be reading from a teleprompter located inside the home. This made it appear as though the interviewer's eyes were shifting back and forth between the respondent and inside the respondent's home. This non-verbal behavior made the interviewer look nosy, suspicious, and untrustworthy, as explained by Participants P4, P1, and P6 in E4:

Excerpt 6 [E4-P4, P1, and P6 Lines 350-352]

P1: "Sounds like she's lying about like all the facts."

P4: "It's like she's making up stuff that she isn't supposed to be saying."

P6: "Like what are you looking at in my house?"

Although this situation was caused by the amateur actor reading from a teleprompter, it highlighted the importance of the interviewer maintaining non-threatening eye contact with the respondent, and not looking inside the respondent's home when looking away from the respondent.

#### *Reaction to Interviewer's Verbal Behavior*

Participants in three focus groups (E1, E2, and E6) appreciated that the interviewer answered the respondent's questions patiently and politely. Participants in all focus groups also described the interviewer as clear, specific, thorough, and informed. Another positive impression expressed in E3 and E6 was that the interviewer offered to come back at a later time, which showed flexibility and respect for the respondent's time.

While participants perceived the interviewer to be pleasant and able to thoroughly answer the respondent's questions, participants also had negative reactions to the interviewer. Some participants in E3 and E6 said the interviewer had an impersonal and robotic delivery, while participants in E3 said the interviewer spoke very fast. Finally, participants in E1, E5, and E6 said the interviewer's thorough explanation of the census was very long and could have been shorter if the interviewer mentioned the key census messages, including that the census benefits the community, is only 10 minutes long, and the data that is collected is protected by law, sooner in the interaction.

### *Reaction to Key Messages*

Participants in all focus groups had mostly positive reactions to the key messages the interviewer used to convince the respondent to participate, and described the messages as possibly effective for respondents who are unaware of the census.

Participants in E1 and E5 liked how the interviewer appealed to the respondent by mentioning how completing the census can help allocate funds to the elderly. Participant P5 in E5 discussed the appeal of this message:

Excerpt 7 [E5-P5 Lines 477-480]

"This can benefit you because you know we need to know how many people are here. For the kids. You know, the services. So, yes, it may be inconvenient for like whatever ten or fifteen minutes for you, but, you know, just take a little bit of time out of your day, you know."

Participants in E1, E3, and E5 also liked the message that the census only takes 10 minutes to complete, and several participants in E1 stated that this message would make them more likely to participate.

Participants in E1, E5, and E6 also liked the message that respondent answers remain confidential. For example, participants in E5 discussed people's fear of identity theft and hacking. They also noted that a social security number is not necessarily required and people could steal your identity just using names and birthdates. One of these participants said that the interviewer should have brought up data confidentiality at the very beginning of the conversation because of the importance of this message. When further discussing confidentiality, two participants in E6 were concerned about the data being shared with federal government agencies, namely Immigration and Customs Enforcement (ICE) and the Internal Revenue Service. They suggested that respondents should also know that their personal information would not be shared with these agencies.

Among the messages, the statement that the census is required by law was the only message with both positive and negative impressions for focus group participants. For example, participants in E1, E2, and E5 said it was helpful to know that everyone has to do the census because it is required by law. A participant in E2 also said that the interviewer

saying she also has to complete her own census form made the interviewer seem relatable. However, three participants in E3 said they did not like to be told that the census is "required by law," which communicated to them that the respondent had no choice but to complete the census.

Focus group E3, in which all participants were bilingual Hispanic participants, discussed how many Hispanic respondents may be wary of participating in the census, despite the legal requirement. Participants P5 and P3 in this group said the sensitive relationship Hispanic residents have with the government, due to immigration status and other issues, might make some Hispanic residents apprehensive about completing the census on the interviewer's first visit.

Excerpt 8 [E3-P5 Lines 418-421]

P5: "I don't know if I would do it immediately in the beginning [say that the census is mandatory]. I'd have to be careful with that, because they will shut their door, because, I mean, with the environment, what's going on right now, depending on the population you are addressing."

Excerpt 9 [E3-P3 Lines 434-438]

P3: "I don't care if you have an ID from the Census Bureau or the federal government, or anyone. But I think that people would want to think about it, and see whether they want to participate. They may want to consult also the rest of the community or family in the home to see if they want to offer that information."

In addition, participant P5 in E3 pointed out that the census interviewer should be prepared to give written information to women in some Hispanic households because these women would usually consult with their husbands or let their husbands deal with situations where the household interacts with outside entities like the government. She explained:

Excerpt 10 [E3-P5 Lines 487-490]

"Or another option is [to give] information to the lady [who opens] the door, because usually in our culture we ask... the husband to follow whatever issues it is or whatever answer, we need to ask... the husband. I know, that's not good, but this is our culture."

### *Reaction to Culture-Specific Interaction Features*

The English language mindset videos were filmed using standard interviewer procedures and messages that were developed for English speakers. As such, adaptations to other cultures were not included. Participants did not raise any culture-specific messages or issues during discussion of this mindset video.

### **9.2.2 *Group-Specific Findings: Monolingual vs. Bilingual Groups***

The only difference between the monolingual and bilingual groups was an in-depth discussion by bilingual focus group E3 about issues specific to Hispanic respondents, as discussed in Section 1.2.1.3 above.

## **9.3 Fear/Mistrust of Government**

### **9.3.1 *Summary of Findings***

In the fear/mistrust mindset video, the interviewer interacts with a respondent who fears that her personal information will not be protected and doubts that completing the census will benefit her community. The interviewer is able to convince the respondent by sharing census messages about the ways in which census data is protected and can be used to benefit the respondent's community.

When asked whether they would participate in the census if they had heard the messages in this video, most participants in E1, E2, and E5 said they would likely participate. In particular, participants in E1 mentioned how all of the key census messages (See Exhibit 2.2) were very effective. In sum, participants had both positive and negative impressions of the interviewer's verbal behavior, thought the census messages were effective, and had recommendations for improving the interviewer's appearance and verbal behavior.

#### *Reaction to Interviewer's Nonverbal Behavior and Appearance*

Participants' comments about nonverbal behavior in this video mostly related to the interviewer's appearance. Participants in E2 liked that the interviewer carried a bag with a Census logo because it helped the interviewer appear legitimate. In an in-depth discussion about the interviewer's clothing, participants in E5 debated whether the interviewer dressed professionally enough. The participants in E5 tried to figure out what the interviewer was wearing in the video, and decided she was wearing jeans, which they said was too casual. At first, they all seemed to agree that census interviewers should wear suits, but then a participant suggested a uniform. Another participant suggested a shirt with a logo, while another participant objected to government money being spent on uniforms. They seemed to decide that more professional attire, combined with ID badge, would be the best attire to have. Finally, participants in E6 mentioned that the interviewer had poor eye contact because she looked back and forth between the respondent's eyes and towards the inside of the respondent's home. However, the participants at this point realized that these eye movements were likely from the interviewer actor reading from a teleprompter, and not a part of standard interviewer behavior.

### *Reaction to Interviewer's Verbal Behavior*

Participants across focus groups had both positive and negative impressions of the interviewer in the fear/mistrust mindset video. Regarding positive comments, participants in E1, E2, and E3 liked that the interviewer was polite, patient, and knowledgeable when addressing the respondent's questions and comments. Participants in E4 said this video seemed to explain information in more detail compared to the unaware mindset video, and they liked how the interviewer was able to seamlessly address respondent concerns as the respondent raised them. Participants in E6 liked that the interviewer answered questions in a succinct manner and that she mentioned how she had to complete the census as well, because it made her appear relatable. Finally, participants in E2 liked that the interviewer verified the respondent's address to make sure she was at the correct residence.

While the participants in the focus groups had several positive impressions of the interviewer, they also had several points of constructive criticism. First, some participants in E3 disliked that the interviewer did not pause more between statements at the beginning of the interview. This lack of pausing made the interviewer appear insensitive to the respondent's time, because the respondent was not given a chance to say that she was too busy to participate. One participant suggested that the interviewer could have been even more polite and respectful of the respondent's time by asking if the respondent can "spare five minutes or ten minutes" before continuing with the interaction. Furthermore, while participants in E6 said the interviewer appeared relatable by telling the respondent she has to complete the census too, they (as well as participants in E2) said the interviewer sounded very scripted, which made her appear less engaging than she could have been. Participants in E3 also said the interviewer needed to be more "personal." Finally, while the interviewer gave the impression she was knowledgeable, participants in E2, E3, and E5 said the interviewer's responses were too long, and should have mentioned key messages sooner or more succinctly.

### *Reaction to Key Messages*

Like for the unaware mindset video, participants had generally positive reactions to the key messages the interviewer discussed in the fear/mistrust mindset video. For example, some participants in E1, E4, and E5 liked the message that everyone needs to complete the census so that the information can be used to help the community.

Regarding the "census data is confidential" message, focus group E5 discussed this issue in length. One participant liked that there is no social security number question on the census and that this video seemed to focus more on the confidentiality topic than did the unaware mindset video. Another participant was especially concerned with knowing that the census Bureau would not share personal information with other government "entities," such as the Department of Defense (DOD) or ICE. Others in E5 agreed, pointing out that some people do not have immigration documentation and would be afraid to interact with the

government. In conclusion, they recommended that either the Security Warning Card or the interviewer could state that the census does not share information specifically with ICE, DOD, or the police.

Participants in E1 and E6 also liked the messages that (1) census data is kept confidential, (2) there are consequences when Census Bureau employees illegally share census data, and (3) that everyone is required by law to complete the census. However, one participant from E4 criticized the legal requirement message, saying that it makes the interaction seem forced with no choice for the respondent to refuse, as explained by P4:

Excerpt 11 [E3-P4 Lines 817-819]

P4: "It's still forced. They put you in an awkward position by being at your door and telling you that is – that it's lawfully – you have to do it, by law."

Finally, participants in E1, E2, and E3 liked the message that the census is brief and will only take 10 minutes to complete.

### *Reaction to Culture-Specific Interaction Features*

As previously mentioned, the English language mindset videos were filmed using standard interviewer procedures and messages that were developed for English speakers. Participants did not raise any culture-specific messages or issues during discussion of this mindset video.

### **9.3.2 Group-Specific Findings: Monolingual vs. Bilingual Groups**

Although not related to whether the groups were monolingual or bilingual, there were two points mentioned by a bilingual group that were not discussed by the monolingual groups. Bilingual group E6 mentioned that the interviewer appeared relatable by saying she has to complete the census herself and also mentioned that the interviewer had had poor eye contact because she looked into the respondent's home inappropriately.

## **9.4 Low Engagement**

### **9.4.1 Summary of Findings**

In the low engagement mindset video, the interviewer interacts with a respondent who is initially reluctant to complete the census because she is busy and thinks she will not benefit from doing it. Like for the previous three mindset videos, the interviewer uses census messages to successfully convince the respondent to participate.

Some participants in E2 and E5 said they would participate in the census if they were in that situation because the interviewer appeared especially relatable in this mindset video



compared to the previous three mindset videos. However, other participants in E4 and E5 acknowledged that there will always be people who would not want an interviewer at their homes simply because the interviewer is a stranger and works for the government. In sum, participants identified both positive and negative aspects of the interviewer's behavior, and most participants across the focus groups liked that the interviewer asked, "Can you help me out?" because it made her appear especially relatable. Finally, participants across groups had mostly positive reactions to the census messages included in this video.

#### *Reaction to Interviewer's Nonverbal Behavior and Appearance*

When discussing the low engagement mindset video, participants mentioned two aspects of the interviewer's nonverbal behavior. Participants in E3 liked that the interviewer smiled, and participants in E5 disliked that the interviewer's eye contact inappropriately looked into the respondent's home. However, this behavior was again due to the amateur actor reading from a teleprompter placed inside the respondent's home.

#### *Reaction to Interviewer's Verbal Behavior (Words Used, Tone, etc.)*

Participants had both positive and negative impressions of the interviewer's verbal behavior in the low engagement mindset video. Among positive impressions, participants described the interviewer as polite and informative (E1, E3, and E4), persistent (E2 and E5), and they appreciated how she tailored her responses to specifically address the respondent's concerns (E2). Participants also appreciated how the interviewer appeared "humble without begging" (E5) and seemed less scripted than in previous videos (E6). One participant in E1 liked that the interviewer said she does not have to go into the respondent's house, which made the interviewer seem respectful of the respondent's home space.

One behavior discussed by participants in several focus groups was the interviewer asking the respondent to help her out by completing the interview. This behavior caused mostly positive reactions. For example, participants in E1, E2, E4, E5, and E6 liked this statement, and participants in E2 and E6 in particular said this statement made the interviewer appear charming, relatable, and "human." For example, Participant P7 in E4 describes how this statement made the interviewer seem charming:

Excerpt 12 [E4-P7 Lines 966-969]

P7: "I like the fact [that] what she said, that she got her foot in the door. But I like the way she did it. She did it with a lot of, you know, pizzazz.

P8: "Right."

P7: "She's like 'can you help me out?' It's my job..."

Finally, participants in E2 liked that the interviewer mentioned the "census is 10 minutes long" message sooner in this mindset video than in the unaware and fear/mistrust mindset videos.

Regarding negative impressions of the interviewer's behavior, participants in E1 said the interviewer's answers could have been more succinct. They were also concerned that a neighbor could overhear the initial discussion and possibly the entire interview if the whole interaction stayed at the doorstep. Furthermore, some participants in E2, E3, and E4 said the interviewer was a little too aggressive in trying to get the respondent to complete the interview. For example, a participant in E2 said the interviewer asked "Is anyone home?" in an intimidating way and another participant in E2 said she showed her ID badge too soon, which can be intimidating. Some participants in E3 and E4 also seemed not to remember the interviewer saying that she could come back at an alternative time because they mentioned that the interviewer seemed too forceful and could have suggested that she come back at an alternative time. In this case, the interviewer's perceived persistence in the interaction seemed to overshadow the fact she actually gave the respondent the option to come back at a later time.

Finally, while many people thought that asking "can you help me out?" made the interviewer seem relatable and was a good technique, one counterpoint was made by Participant P4 in E4. This participant believed that the persuasion technique could almost be too effective, in that it could encourage vulnerable respondents to participate, thereby putting them at risk. This participant mistakenly believed that the Census Bureau will use census data to report undocumented immigrants to immigration authorities:

Excerpt 13 [E4-P4 Lines 1008- 1014]

P4: "If there are illegal aliens in somebody's house and you come and say, I'm just doing my job and you trick somebody into giving information that will harm the people in their house. Then – just because it's personal, it doesn't really, you know – Make it – constructive."

While untrue, this misconception was expressed by many participants in all three of the bilingual English-language focus groups.

### *Reaction to Key Messages*

Like for the unaware and fear/mistrust mindset videos, participants in the focus groups had mostly positive reactions to the key census messages communicated by the interviewer in the low engagement mindset video. Some Participants in E1 liked the message that the census takes 10 minutes to complete, while some participants in E1 and E3 liked the message that the census can be used to benefit the community. Participants in E1 and E5 liked the “census is required by law” message.

Regarding what participants disliked, while some participants in E1 said the “census data can benefit the community” message was effective, one participant said a weakness of this message is that by the time money is appropriated based on census results, some people will have moved to another neighborhood. Finally, some participants in E3 thought the “census data can benefit the community” message was not useful because they were skeptical of the benefits actually being implemented. This sentiment was also expressed by some participants in the Russian-language focus groups.

While participants in E3 debated the usefulness of the “census data can benefit the community” message, participants in E4 debated the usefulness the “census is required by law” message. In E4, an argument arose regarding whether the census should be mandatory. Some participants said it was not necessary for the census to be mandatory because they did not believe that the census would improve communities in general, and that it could in fact harm their community, especially in communities with immigration issues. Participant P4, who was against the census being mandatory, mentioned:

Excerpt 14 [E4-P4 Lines 1046- 1049]

P4: “From the last video the lady [stated that she] lived there for fifty years and never left and nothing ever changed. And if the census comes around every ten years, she had five times to get it right and change her community, but nothing changed.”

However, Participant R7 countered the above statement, stating that the census is not responsible for how the census data is used:

Excerpt 15 [E4-P4 Lines 1057- 1061]

P4: "No, not exactly. Because the census information is open to many different agencies. Some are private. We're talking about businesses. We're talking about Government agencies. We're talking about Congress. We're talking about the whole shebang. So you're deciding not to do the census, fine. That means you're not counted."

At the end of the discussion, most participants agreed that the census was important but also questioned its value since there are many communities that still seem to lack resources.

### *Security Warning Card*

When discussing the Security Warning Card, participants had positive impressions, negative impressions, and recommendations for improvement. When discussing whether they would read the card in full, most participants in E1, E4, and E5 said they would fully read the card, while the rest in these groups said they would skim through it.

Regarding the Security Warning Card's appearance, one participant in E1 liked that the phrase "Your Answers Are Confidential" was in bold type. However, while this phrase was easy to read, she felt that the rest of the card was difficult to read because it was verbose and used complex language. One participant in E5 who seemed to not have read the whole card, said that she was not sure whether the card addressed whether participation is required by law, or just referenced confidentiality. Regarding areas of improvement, participants recommended ways to simplify the card. Participants in E6 suggested the card be written in simpler language, while participants in E2 said the card should use bullet points rather than paragraphs.

Participant P1 in E4 was skeptical of the legitimacy of the confidentiality statement because more than just the interviewer at the Census Bureau could see all of his information:

Excerpt 16 [E4-P1 Lines 1308-1312]

P1: "Now if I tell you my answer and you say it's supposed to be private. You [are] going to go back and tell somebody else what I just done said. So, technically, it's not confidential because you're telling somebody else and you don't know if that person is going to tell the next person. So tell me, it's really not confidential."

A few participants agreed with him, while others did not agree. Some participants believed the census is confidential, as census information will only be shared among Census Bureau

employees. Although most participants agreed that the census is confidential, they also pointed out that data confidentiality would depend on people in the Census Bureau to properly protect it. This discussion exemplifies the importance of the Census Bureau explaining its definition of confidentiality. Some respondents may misinterpret the message to mean that only the interviewer will know the respondent's answers, when in actuality, many Census Bureau employees sworn to protect those answers will also have access to them.

Participants across focus groups also expressed unfamiliarity with the Title 13 and Federal Cyber-Security Enhancement Act laws mentioned on the Security Warning Card. For example, some participants in E4 were not familiar with Title 13, and as a result, said that the card would not make them feel protected. However, another participant strongly advocated for the census and argued with them that she would take the census at face value, as she believed the census was transparent. A participant in E5, who did not know that government entities share census respondent data with other government entities under certain circumstances, reiterated that the card should say that the data would not be shared specifically with ICE and DOD. Finally, a participant in E5, who used to work for a cybersecurity company, wanted more information on the Federal Cyber-Security Enhancement Act shown on the Security Warning Card.

#### *Reaction to Culture-Specific Interaction Features*

As mentioned previously, the English language mindset videos were filmed using standard interviewer procedures and messages that were developed for English speakers. Participants did not raise any culture-specific messages or issues during discussion of this mindset video.

#### **9.4.2 Group-Specific Findings: Monolingual vs. Bilingual Groups**

There were differences between what bilingual groups mentioned versus what the monolingual groups mentioned for the low engagement mindset video, but these differences did not see related to whether the groups were bilingual or monolingual. Statements unique to the bilingual groups were: (1) participants liked that the interviewer in this video sounded less scripted, and (2) appeared to inappropriately look inside the home during the interaction.

Statements unique to the monolingual groups were that: (1) it was good that the interviewer said she did not have to go inside the house to complete the interview, (2) the

Security Warning Card can help increase participation in the census, and (3) the interviewer seemed too pushy at times and did not offer to come back at a later time after the respondent resisted.

## **9.5 Summary of Overall Reaction across Four Videos**

### **9.5.1 *Most Encouraging Messages***

Across the English focus groups, the following factors were mentioned as the most effective for encouraging participation, and are divided into three categories: (1) respondent safety, (2) interviewer-respondent interactions, and (3) respondent convenience.

#### **Respondent Safety**

- Show the ID badge. (E1, E3, E4, E5)
- Say that data is used for statistical purposes and your data is confidential. (E5, E6)
- Do not look into the respondent's home because it makes the interviewer appear suspicious. (E1, E4)
- Say that the census can be done safely outside, so that the respondent does not think that the interviewer has to go inside the home to conduct the interview. (E1)
- Send female interviewers because they may be perceived as less threatening to respondents than male interviewers. (E4)

#### **Interviewer-Respondent Interactions**

- Say that census data can be used to help allocate benefits to the community. (E1, E2, E4, E5, E6)
- Say that the census is required by law. (E1, E2, E3, E5, E6)
  - "I (i.e., the interviewers) have to do it too." (E2)

- Be patient, have a positive attitude, and be polite. (E1, E3, E4, E5)
- Be prepared to answer questions about various census topics, including the purpose of the census, census confidentiality, etc. (E1, E3, E5)
- Be specific about how census data was used in the last census to allocate funds to improve the local community, to prove census data is actually used to benefit the community. (E1)
- Say "Thank you." (E2)
- Personalize the communication of census benefits specific to the respondent's demographic. For example, state benefits for older residents, low-income residents, mothers, etc., to make the census personal to the respondent. (E2)
- Use the respondent's name when speaking to him or her to better build a connection with the respondent. (E1)
- Be natural and not too scripted. (E1)
- Persevere if the respondent shows reluctance at first. (E3)
- Dress professionally, with at least business casual attire, to show legitimacy and gain trust. (E5)
- Have interviewers match the racial/cultural demographics of the neighborhood, to make the interviewer more relatable to the respondent. (E5)
- In bilingual communities, the interviewer should be a native speaker of the non-English language of that community. (E5)

### **Respondent Convenience**

- Say that the census is only ten minutes long. (E1, E2, E3, E6)
- Say that others in the house can complete the interview and not just you. (E2)
- Ask the respondent "Do you have time?" (E3)
- Be succinct to save the respondent's time. (E3)

- Use a language ID card so that the respondent can find out how to handle a language barrier situation. (E4)

### **9.5.2 *Most Common Concerns or Reasons to Refuse to Participate in the Census***

Participants in the English focus groups mentioned the following concerns or reasons to refuse to participate in the census. They are divided into six categories below: (1) fear/mistrust, (2) privacy/confidentiality, (3) respondent awareness, (4) respondent convenience, (5) respondent ability, and (6) barriers.

#### **Fear/Mistrust**

- The respondent:
  - Fears/mistrusts the government. (E2, E3, E4, E6)
  - Does not trust the census' ability to influence the community. (E1, E2)
  - Or anyone in the residence has immigration status issues (e.g., is undocumented or has an error in their visa paperwork, etc.). (E3, E5)
- The interviewer:
  - Has eye contact that is shifty or looks into the home too much. (E2, E4)
  - Tries to get into the apartment/take a step into the door. (E1, E2)
  - Has a bad attitude. (E1)
  - Belongs to a racial group that the respondent has prejudice. (E1)
  - Does not show his or her ID badge. (E1)
  - Is not knowledgeable. (E1)
  - Asks for the phone number right away. (E1)
  - Arrives unexpectedly. (E2)
  - Is impersonal. (E2)
  - Gives too much information. (E3)



- Is too persistent after the respondent shows multiple signs of reluctance. (E2)
- Carries a clipboard, which might make him/her look like a person to avoid. (E2)
- Is dishonest/not transparent (E4)

### **Privacy/Confidentiality**

- The respondent:
  - Has privacy/confidentiality concerns. (E2, E4, E5, E6)
  - Perceives the information requested as too sensitive. (E6)
  - Needs permission from approval from family members/other families living in the home to provide information about them. (E3)

### **Respondent Awareness**

- The respondent:
  - Does not care about or is unaware of the census. (E3, E4, E6)
  - Is a new arrival to the U.S.; they may be unfamiliar with the census. (E3)
  - Perceives no immediate reward for participating in the census. (E2)

### **Respondent Convenience**

- The respondent:
  - Thinks the interview is too long. (E1, E2)
  - Is not offered other modes in which to complete the census. (E2)
  - Generally does not want to open the door. (E5)
  - Is about to move away from the home. (E6)

### **Respondent Ability**

- The respondent:
  - Is illiterate. (E2)

- Is too sick. (E6)

## **Barriers to Enumeration**

- The respondent:
  - Lives in a place with physical barriers, like apartment building security, preventing the interviewer from coming to the door. (E2)
- The interviewer:
  - Does not speak the same language that the respondent speaks (E2, E5)

### **9.5.3 *Shift in Perception and Reaction to Census Messages over Time***

In a previous focus group study on key census doorstep messages (see Sha, et al., 2016), the English-language focus group participants in that study had generally the same reactions to all census messages as the English-language participants in the present study, except for the “census is mandatory” message. Participants in the previous study also liked messages about (1) the importance of the census, (2) how the census is used, (3) census data confidentiality, and (4) an appreciation for the respondent’s time. However, participants in the previous study had generally negative reactions to this message because it seemed too invasive, and seemed to not give the respondent a choice to refuse. This finding is more negative than the mix of positive and negative reactions this message had from the English-language participants in the present study.

## **9.6 Recommendations**

### **9.6.1 *General Recommendations***

Based on findings from the English language focus groups, we first present our general recommendations on how to approach all four mindsets. Second, we present recommendations specific to the language barrier mindset. Last are recommendations specific to the unaware, fear/mistrust, and low engagement mindsets.

Based on an overview of participant comments across videos, we recommend that, interviewers smile and be friendly to reduce any fear respondents may feel when a stranger comes to their door. This is especially important because a respondent’s fear may increase when he or she finds out that the interviewer is from the government. Interviewers should also show their ID badge at the beginning of the interaction to help establish their legitimacy as a census interviewer. Interviewers should also be patient, whether working through a language barrier or addressing respondent questions and concerns. The

interviewer should also not look into the respondent's home to avoid looking suspicious or as if he or she is trying to look for people inside the home.

Regarding interviewer attire, interviewers should wear business casual attire to communicate professionalism, but wear business casual attire that is comfortable because walking is a significant part of their work. Regarding women's attire, we recommend sweaters, dress shirts/blouses, trousers, and dresses that fall at the knee. For women, we would not recommend denim, low-rise pants, shorts, sweatpants, tops or dresses with a plunging neckline, tops or dresses with skinny straps, and sundresses. Regarding men's attire, we recommend trousers, shirts with collars, and sweaters. For men, we do not recommend denim, sweatpants, shorts, sport shirts, or sweatshirts.

We also recommend that interviewers carry a bag with a census logo, as this bag along with the ID badge can help establish the interviewer's legitimacy.

### **9.6.2 Recommendations for the Language Barrier Situation**

#### *Interviewer Behavior and Appearance*

When interacting with a respondent in a language barrier situation, the interviewer should speak clearly and slowly with respondents who have some level of English proficiency, so that the respondent can better understand the interviewer's English speech that the respondent does know. In addition to having a Security Warning Card that is available in multiple languages, the interviewer should also show the respondent a brief information sheet that describes the census in the respondent's language and has instructions on how to complete the census. This document would inform the respondent of the key messages of the census and also help establish the interviewer's legitimacy. In situations where the interviewer discovers that the respondent does not speak English, we recommend that the interviewer provide the respondent with this information sheet in the respondent's language.

Finally, we recommend that the Census Bureau pursue research on the use of electronic translation applications that can listen and respond in English and languages other than English. If implemented, they might allow an interviewer and respondent who don't speak a common language to communicate with each other to try and set up a later visit by an interviewer who speaks the respondent's language. Such an application could also be useful with lower literacy respondents.

#### *Placement of English in the Language Identification Card*

The Language Identification Card is designed to be shown to non-English speaking respondents to help interviewers identify the language respondents speak. English is the first language listed on the Language ID card in order to enable interviewers to understand the content of the card in other languages. Though English speakers would not likely be shown the card in the field, the English-speaking focus group participants were shown the card in order to get their feedback on the use of the card with non-English speakers. They did not have difficulty finding the English wording on the card or understanding its purpose. Thus, we have no recommendations related to changing the placement of English on the Language ID Card.

### **9.6.3 *Recommendations for the Unaware, Fear/Mistrust of Government, and Low Engagement Mindsets***

Based on the focus group findings, this section provides our recommendations for interviewers who encounter English-speaking respondents who display mindsets represented in the unaware, fear/mistrust, and low engagement mindset videos. First, the interviewer should state the key messages of the census briefly and in simplified language. Keeping the messages brief and simplified makes the interaction shorter, which would save time for the interviewer and the respondent. Brief and simplified messages may also make them easier to understand for respondents with low education levels. Second, the interviewer should communicate the key census messages as early in the interaction as possible. Finally, the interviewer should find ways to relate to the respondent by, for example, saying he or she lives in the same area, or saying how long he or she has lived in the respondent's neighborhood. The interviewer's attempts at being relatable can build trust with the respondent.

We recommend that interviewers be prepared to give respondents a brochure or a one-page information sheet that briefly describes the key messages of the census. This information could be helpful for reluctant respondents who want to think about whether they will respond and wait for the next interviewer contact attempt, or for respondents who want to consult with other members of the household first before responding.

Regarding the use of a Security Warning Card, we recommend that the information be presented in bullet points with brief statements, rather than in paragraph form. Such a layout would make it easier to read quickly, which is necessary for a respondent using the card to quickly decide whether to complete the census. In addition, we recommend using a card that includes the same messages as the card in this study, including that (1) the census is required by law, (2) census data is private and protected, (3) Census Bureau employees suffer penalties if they violate census data confidentiality laws, and (4) the Census Bureau thanks respondents for their cooperation.

Outside of the doorstep interview context, we recommend two efforts. First, we recommend that the Census Bureau advertise enough so that U.S. residents have an awareness of the census that is greater than previous censuses. The advertising campaign should cover multiple media outlets, including television, radio, social media, etc. Such a campaign should communicate key messages well before the respondent hears them from an interviewer, and may make the interviewer's task of convincing the respondent to participate easier to accomplish. A raised awareness of the census may also help ease fears that respondents may have about the purpose of the census or the use of census data. At the doorstep, interviewers could also give out "I did the census" stickers or buttons to respondents who complete the census. These stickers or buttons would be a token of appreciation for the respondent, and could also help advertise the census to people the respondent interacts with. Second, we recommend further research on the "census is mandatory message" across different demographic groups and modes, as this message had both positive and negative reactions from participants in the English-language focus groups.

**Exhibit 9-1. Summary of English-Language Recommendations for the Mindsets of Unaware, Fear/Mistrust of Government, and Low Engagement**

**9.6.4 Interviewer's nonverbal behavior and appearance**

Appearance	<ul style="list-style-type: none"> <li>• Dress in comfortable attire that is at least business casual</li> <li>• Carry a bag with a Census Bureau logo</li> <li>• Around the neck, wear an ID badge attached to a lanyard for ease of carry and display</li> <li>• Look into the feasibility of providing collared shirts with a Census Bureau logo or some other type of clothing that respondents might view as a uniform</li> </ul>
Non-verbal behavior	<ul style="list-style-type: none"> <li>• Smile</li> <li>• Make and maintain eye contact. Do not look into the respondent's home</li> <li>• Remain outside of the respondent's doorway, unless invited inside by the participant</li> </ul>

**9.6.5 Standard opening statement (for all three mindsets)**

<ul style="list-style-type: none"> <li>• GREETING</li> </ul>
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Good morning/Good afternoon/Good evening. My name is [FIRST NAME AND LAST NAME] and I work for the U.S. Census Bureau. Here is my ID. How are you?

- PURPOSE OF VISIT

The Census Bureau is conducted of everyone in the country, and I am here to complete the census for [ADDRESS].

- WHAT IS THE CENSUS?

The census counts people living in the U.S., and we do it every ten years. The goal is to have every person living in the United States complete a few questions to help us learn more about each community. .

- REASON FOR IN-PERSON VISIT

The Census Bureau mailed letters to every address asking people to complete the census form. We are visiting this address because we did not get a response from this household yet.

- BURDEN

It will take us only about 10 minutes to do the census. The census questions are simple and ask basic questions about your household, like how many people live here, their age, their sex, and so on. Can you help me out?

- NO SENSITIVE QUESTIONS:

We don't ask any questions about anyone's immigration status and we do not ask for anyone's Social Security number.

- CONFIDENTIALITY:

Your answers are confidential and we will not disclose your personal information. All the answers get put together and presented as summarized statistics so that others cannot

know how you answered. Your individual answers will not be shared with other government agencies such as Immigration and Customs Enforcement or the IRS.

- ADDRESS VERIFICATION:

I have to ask the questions to someone age 18 and over who lives at this address. [IF NEEDED ASK: Are you over 18?] Do you live at [ADDRESS]?

- PURPOSE/IMPORTANCE OF THE CENSUS COUNT:

The census is very important because the results are used to give out federal funds to your community to pay for many public programs and services, like [ONE EXAMPLE PUBLIC PROGRAM OR SERVICE].

- MANDATORY:

The census is required by law, and is a duty we all have as people living in the U.S., including me and you.

#### 9.6.6 ***Additional messages that might be most useful to address different concerns or mindsets***

- CENSUS OUTSIDE THE DOOR (fear/mistrust)

I don't have to have to come inside your home, we can do the census here at your doorstep.

- OTHERS IN THE HOUSEHOLD CAN COMPLETE THE CENSUS (fear/mistrust, low engagement)

If you do not want to fill out the census, someone else who lives here and is also 18 years old or older can help me.

### **9.6.7 Recommendations to Avoid Ineffective Verbal and Nonverbal Messages and Behaviors**

To avoid ineffective verbal messages and behaviors, we recommend that the interviewer:

- not force a respondent to give a phone number if the respondent appears reluctant or confused.
- be friendly and patient with the respondent.
- keep census talking points clear, brief, and spoken in plain language.
- communicate key messages of the census early in the interaction.
- smile.
- tailor talking points to specifically address respondent concerns.

To avoid ineffective nonverbal messages and behaviors, we recommend that the interviewer:

- wear clothing that is at least business casual.
- Do not look into the respondent's home.
- keep his or her feet outside of the doorway, unless invited by the respondent to do otherwise.
- wear an ID badge



## 10. CONCLUSION

Using the focus group methodology and a team of language and survey experts, this research aims to develop doorstep messages that can mitigate the concerns of speakers of the non-English languages spoken most frequently by monolingual residents of the United States: Chinese, Korean, Vietnamese, Arabic, Russian, and Spanish (Census Bureau 2015). This report discusses which messages best encourage monolingual and bilingual speakers of those languages to participate in the decennial census. To have a basis of comparison, English-language messages were also developed and examined in focus group discussions with 23 monolingual English 22 and bilingual English-dominant participants. The results from the 42 total focus groups and the recommendations for the individual language groups are provided in **Sections 3** through **8** of this report. In this section, we bring together a summary of the key findings and common themes and differences across the language groups, lessons learned from the current research, and recommendations for future research.

### 10.1 Summary of Key Findings and Common Themes and Differences Across Language Groups

This section summarizes the key findings across the seven language groups, focusing on themes that emerged across the videos that depicted four mindsets: *Language barrier*, *Unaware*, *Fear/mistrust of government*, and *Low engagement*. Topics included are the use of the Language ID Card to assist communication between interviewer and respondent when they do not speak a common language, interviewers' behavior and appearance, messages to encourage census participation, the most common concerns about participation, and differences between monolingual and bilingual participants. In general, the language groups have more in common than differences. The differences lied in how the groups prioritized the common themes..

#### 10.1.1 *Language ID Card*

Findings from the focus group discussions show that using the Language ID Card in a language barrier situation is welcomed by the participants across languages. The Language ID Card asks whether an English speaker in the household is available to help with filling out the survey and then asks for the respondent to provide a phone number to help make future contact possible if an English speaker is not available. The use of the card was viewed as a sign that the Census Bureau cares about ethnic and linguistic minorities. In general, focus group participants reacted positively to the way the language ID card it was used in the videos they watched. The Language ID card was mostly viewed as a practical and effective way to make communication possible when the Census interviewer and respondent experience a language barrier. However, while they praised the card for being inclusive of multiple languages, English- and Russian-language groups criticized it for appearing

overwhelming. English-language groups also expressed concern that it was inadequate for people who cannot read. These groups mentioned other ways of handling a language barrier. The Russian- and English-language focus groups volunteered that a phone app could modernize and expedite identifying the respondent's language. The Russian-language focus groups also felt that the interviewer could ask in English, "What is your language?" and the respondents would understand it and indicate "Russian."

The current layout of the Language ID Card places English and Spanish as the first two languages in the list and then presents the rest of the languages alphabetically by the name of the language in English. As such, Arabic is listed on the first page of the card because it starts with the letter "A," and Russian and Vietnamese are listed 42 and 52 out of 53 languages, respectively. Spanish speakers found the Spanish text very easily, and this made them like the card. The Russian- and the Vietnamese-language focus groups found the Language ID Card to be somewhat unwieldy to use at the doorstep, and some Russian-speaking participants worried that it would be embarrassing to spend too much time searching for their language while the Census interviewer, a stranger, waits next to them. However, they did eventually locate their language on the card. Participants in the Chinese-, Korean-, Vietnamese- and Arabic-language groups found it easy to locate their respective languages on the Language ID Card or did not exhibit great difficulty in part because these languages are located in the front cover and back cover of the card.

Several usability issues, such as issues with the font size, color, and placement of languages, were observed. To improve usability, participants made the following suggestions in focus group discussions:

- The Korean-, Vietnamese-, and Russian-language groups suggested increasing the font size because the current font size was too small for the elderly or people with poor vision. To improve readability to all respondents it's recommended that the font is increased to a larger size. The recommended font size for Arabic script is 14 point (see Sha et al., 2016).
- Participants in the Russian-language groups and one participant from the English-language focus groups recommended that the text be bolded to make it easier to read. Nonetheless we don't suggest this recommendation be implemented because bolding other fonts will make them harder to read, even with larger font size.
- Arabic-, Russian-, and Vietnamese-language focus groups and some Korean-language focus group participants suggested adding colors to increase the Language ID Card's attractiveness. Russian-language focus group participants suggested that adding colors could also make it easier to locate languages on the card and to read the text.
- All focus groups except the Spanish-language groups suggested adding national flags associated with the language to facilitate language identification using visual cues. (However, the researchers do not recommend this for the decennial census because there is not always a permanent or apolitical link between languages and national flags.)

- The Chinese-, Korean-, Russian-, and Vietnamese-language groups suggested presenting the languages in easier-to-identify ways, for example, by frequency of usage or by the size of the U.S. population that speaks the language (i.e., English, Spanish, Chinese and so forth) or by geography of the country of origin. The Russian-language groups also suggested grouping the languages by the type of script (for example, the languages that use Cyrillic alphabets could be grouped together).
- The Chinese-language groups made specific suggestions for the placement of the four Chinese options provided by the Census Bureau: Cantonese—Simplified, Cantonese—Traditional, Mandarin—Simplified, Mandarin—Traditional (see **Section 3.6.1** for details). The Vietnamese- and Russian-language groups also made suggestions about language placements. They recommended redesigning the layout of the Language ID Card with all languages presented in a one-page format, using the concept of a web survey landing page.
- The Russian- and Vietnamese-language groups recommended moving language names to the left, making them more prominent. The Russian-language groups also suggested printing the card pages in a booklet format rather than a tri-fold card.

All language groups identified one potential feasibility issue when the Language ID Card is used to obtain a telephone number from respondents. When it comes to likes or dislikes of the card, all language groups except the Vietnamese group strongly disliked the idea of asking for a phone number from the respondent, which is a request printed on the Language ID Card. Focus groups participants believed it was not safe for the respondents to provide their phone number to someone they do not know, and they thought that respondents would be unlikely to comply. Many participants in the Spanish-language focus groups also said that they would provide a fake number and believed others would do the same. In addition, some Spanish- and English-language participants were concerned about keying numbers in the Census interviewer's device (smartphone) when it is not immediately clear whether it is an official device or the interviewer's personal smartphone.

Participants in Asian- and Arabic-language focus groups said that they would consider giving their phone numbers after being presented with more information to confirm that the request is legitimate, such as presenting a multilingual brochure. They also wanted to have contact information for the interviewer so that they can call the interviewer or the Census Bureau, rather than giving their numbers to a stranger. The latter was also true in some of the Russian- and Spanish-language groups, where some participants asked for a mailed notification that an interviewer would be visiting. Some Spanish speakers also asked for a printed notification in Spanish that explained the reason for the visit and provided a number to call at the Census Bureau.

### 10.1.2 *Interviewer's Behavior and Appearance*

Using culturally appropriate verbal and non-verbal expressions and behaviors could help persuade participation. The participants reacted positively if the interviewer was perceived as polite and well-mannered. It should be noted that the video scripts were developed with

culturally appropriate and polite expressions in the interaction. For example, the Korean-speaking interviewer bowed to the respondent as part of the Korean greeting. When invited to go inside the house, all non-English-speaking interviewers accepted the invitation. The Asian- and Arabic-language interviewers took their shoes off. When drinks were offered, all non-English-speaking interviewers accepted the offer. Most participants also reacted positively when interviewers appeared to be patient, kept a smile on their faces, and made eye contact without fixing the gaze. The findings suggest that if an interviewer is perceived as sincere, friendly, professional, and well-prepared for the visit, respondents are more likely to work with him or her, regardless of which language the interviewer speaks or his or her ethnicity. However, almost all participants in the non-English-language groups said they would prefer an interviewer who shares their ethnic background and language, and they would be more open to working with such an interviewer. By comparison, participants in the English-language groups preferred that the interviewer share the same language as the respondent.

In addition, most participants would like to see an interviewer who speaks at an appropriate pace, (i.e., does not speak too slowly or too fast). If the interviewer does not sound natural, or sounds like they are reading or reciting from a script, it will give the respondent a negative impression. In a language barrier situation, the interviewer must speak clearly to non-English-speaking respondents to engage them. Yet, interviewers should avoid appearing to use “childish English” (as described by some Russian-language participants) or raising their speaking volume significantly, as if the respondent is hard of hearing.

In terms of the interviewers' gender, most participants across all languages liked seeing a female interviewer. This was most evident in the findings from the Arabic-language groups. Participants suggested teams of two interviewers made up of one male and one female interviewer. This way, the female interviewer could interview female respondents, and the male interviewer could interview male respondents, as direct interaction between unrelated or unknown men and women is strongly discouraged in conservative Arab cultures. The Korean-language groups also suggested pairing interviewers, but the suggestion was more about safety concerns for the interviewer. Pairing interviewers was also suggested by some Spanish-language participants—the two interviewers could support each other and the team could include one English speaker and one Spanish speaker. Russian-language participants, on the other hand, felt that the presence of two interviewers, especially two male interviewers, could appear threatening. This is similar to findings a previous study conducted in 2015 (Sha et al., 2015).

The Chinese-, English-, and Arabic-language groups showed a strong dislike toward the interviewer positioning herself too close to the door or stepping inside when the respondent opened the door. (The videos were not filmed to exhibit these behaviors. In the *Fear/Mistrust of government* video, the actor inadvertently stepped in the doorway after the respondent agreed to be interviewed.) They preferred to see the interviewer step back and

leave some space to ensure a comfortable distance between the interviewer and the respondent. They commented that this is due to safety concerns and because it is proper behavior. For example, in the Chinese culture, it is impolite to stand face-to-face with a stranger. In conservative Arab culture, women and children inside the home should not be seen by a visitor or a stranger. Therefore, it is important for the interviewer to step back after knocking on the door. While Russian-language participants did not explicitly mention the space between the interviewer and the respondent, the focus group discussion showed that they were relieved to see that the interviewer was willing to remain outside the home and that the interviewer did not try anything threatening like putting their foot inside the door to prevent it from closing. They repeatedly expressed the importance of maintaining eye contact; otherwise, the interviewer could appear to be peering into the residence.

Findings also show that the most common concern in all language groups when opening the door to an interviewer is whether the person is a legitimate Census interviewer. Participants across language groups showed a heightened concern for safety and an increasing distrust of strangers. Thus, they would like to know whether the interviewer is who he or she claims to be. To increase the interviewer's legitimacy and credibility, a government ID badge is crucial. The Chinese-, Korean-, Arabic-, and Russian-language groups suggested using a bilingual ID badge or a bilingual business card with English and the target language on it to facilitate understanding.

Another way to increase the interviewer's legitimacy and credibility is to have the interviewer wear a uniform or an identifying article of clothing (e.g., a vest, T-shirt, cap) with the Census Bureau logo visibly printed on it. The idea of wearing a Census Bureau uniform is a recurring suggestion across the four videos and among the non-English-language groups. Although the interviewers in the videos were carrying bags with a Census Bureau logo, it was not frequently mentioned by those participants. In contrast, the English-language groups felt that the interviewer wearing business casual attire, an ID badge, and a bag with a Census Bureau logo were sufficient for identification as a Census Bureau interviewer.

In sum, the discussions showed that participants from all language groups like to see an interviewer who shows the following positive attributes:

- Speaking the target language
- Showing a friendly and respectful attitude
- Being well-prepared for the job
- Appearing professional
- Smiling
- Sounding sincere and trustworthy

- Wearing a uniform with the Census Bureau logo on it (this attribute was not specified in the video script and was unanticipated)
- Making and maintaining eye contact without staring
- Maintaining proper speed and tone when speaking and not raising his or her voice
- Showing engagement in the conversation via proper linguistic cues
- Showing patience (this attribute was not specified in the video script and was unanticipated)

Participants in all the language groups also discussed various ways to increase the awareness of the census among English- and non-English-speaking populations, such as sending a multilingual notification letter about the census, providing a written notice at the doorstep, creating a media awareness campaign and community-outreach activities, and coordinating with housing managers in multi-unit buildings. The Census Bureau already has a comprehensive census language program that offers language assistance in various ways and an Integrated Partnership and Communication campaign for community outreach and advertising. Therefore, limited recommendations are proposed in this regard for this project.

### **10.1.3 Messages That Best Encourage Census Participation**

Findings show that all English- and non-English-language groups shared many common reactions when it comes to key census messages. First, participants in the non-English-language groups did not have much difficulty in understanding the key messages in the videos. Those census messages were perceived as clear, easy to understand, and culturally appropriate, and they sounded natural in the languages in question. Second, across language groups, participants' preferences for most key messages differed only in degree, rather than absolutes. That is, while some language groups strongly liked a message, other groups somewhat liked it. Some participants commented on how to improve the messages, but no strong negative reactions to any of the key messages in the videos were observed among English- and non-English-language groups, with two exceptions. The Spanish- and Vietnamese-language groups strongly disliked the mandatory participation message that establishes the legal requirement for census participation. Russian-language participants had mixed reactions toward the message about benefits to communities, noting that it seemed superfluous and even unbelievable to some participants.

The following is a list of preferred messages:

- Benefits of the census data to local communities, especially to the ethnic community in question (except for the Russian-language groups who had mixed reactions)
- Importance of census participation and use of census data for funding allocation (except for the Russian-language groups who had mixed reactions)
- Legal requirement for census participation (except for the Spanish- and Vietnamese-language groups)

- Assurance of protecting personal information and privacy
- Burden statement of short amount of time needed to complete the census form

The most appealing message for all but the Russian-language groups is how census data is used and how it benefits the local community (or the ethnic community). In particular, they liked the specific examples for how the census data can help improve or provide services and programs to local communities. Not surprisingly, most language groups would like to see an emphasis on the benefits of census data to their own community included in this message. For example, the Korean-, English-, and Vietnamese-language groups would like to have more information on tangible benefits to their local community or actual examples of possible benefits (e.g., schools, hospitals, utility facilities). The Chinese-, English-, and Korean-language groups would like to have more explanation of how census data have been used to help the community. Arabic- and Vietnamese-language groups would like to see more language support (e.g., more interpreters for government services), which in turn, creates jobs for speakers of their language. The Arabic-, Korean-, Vietnamese-, English-, and Spanish-language groups suggested tailoring the benefit message to the respondent. For example, emphasizing health care benefits to the elderly and emphasizing schools to respondents with children. Overall, the census data benefit message was the best-received message and generated the most positive reactions from most language groups. In contrast, the Russian-language groups had mixed reactions to these messages and ultimately did not find these messages necessary because participation in the census is required by law. They believed that it was more important to keep the message short and state only the mandatory nature of participation and that census participation is confidential and quick.

The next most appealing message is the burden statement (i.e., description of short length of the survey and that it only takes 10 minutes or less to complete the census form). All English- and non-English-language groups welcomed this description and found it effective in gaining cooperation from the respondent. All language groups suggested moving this message toward the beginning of the interview to gain cooperation by informing the respondent of the limited time burden.

All English- and non-English-language groups liked the message that personal information is protected by law and that it will remain confidential. Although participants voiced different concerns for protecting personal information (e.g., immigration status, welfare benefits received, housing arrangements), they seemed to appreciate the assurance that the information provided to the census would be protected and would not be disclosed in a way that could affect their current situation. For instance, the Chinese-, Arabic-, and Russian-language groups seem to prioritize this message more than the Korean- and Vietnamese-language groups. For the Arabic- and Spanish-language groups, the confidentiality message was a very close second to the benefits to the community from census participation. For the

Russian-language groups, the confidentiality message was important and should be mentioned immediately once the interviewer has made it clear that the census is mandatory. In contrast, while the English-language groups considered the confidentiality message as important, they considered it less important than the other key census messages. Finally, the Chinese-, Arabic-, English-, and Russian-language groups reacted positively to the Security Warning Statement Card, which, in their view, reinforced the confidentiality assurance by providing a written record.

The English- and non-English-language groups found the mandatory message on the legal requirement for census participation by all residents of the United States to be necessary and important. However, the reaction to this message differed among the language groups. The Chinese-, Arabic-, and Russian-language groups found this message effective, and they associated it with civic duty. They particularly liked the description that the legal requirement for census participation applies to all residents, regardless of their immigration or residential status. They believed that this message would encourage the non-English-speakers of their language to participate in the census. But Spanish-, Korean-, and Vietnamese-language focus groups had a somewhat different perspective about this message. While acknowledging that it is important to explain the legal requirement for census participation to the respondent, they mainly reacted to the tone and the words used to describe the legal requirement. They perceived this message as intimidating and limiting people's freedom of choice in their participation. Therefore, they would like to see the message delivered in a softer tone by using words that do not sound demanding. They suggested delivering the message in a friendly and nice manner (see Spanish, Korean, and Vietnamese findings chapters for the recommendations). Of all the language groups, the Spanish-, Vietnamese- and Korean-language focus groups had a strong preference for using gentle words and tones to deliver the mandatory message. In the Spanish-language focus groups, participants strongly objected to the direct mention of the law, preferring a euphemistic approach that talks about census participation as being everyone's duty. In consequence, for Spanish, we recommend using this preferred language in the first mention an interviewer makes of census being mandatory, but to follow up with the more precise terms of mandatory and references to the law if the message is not heeded. The English-language groups had mixed opinions of the mandatory message. While most participants said this message was important, some participants said this message implies that the respondent is forced to participate, while other participants said the census should not be mandatory because they doubted whether the census is actually used to improve communities.

The Chinese- and Arabic-language groups also preferred a message of duty, specifically, "census participation is a civic duty for all U.S. residents regardless of their citizenship or immigration status." The Korean-language focus groups pointed out that it would be effective to state the potential burden, for example, "We will visit you again if you do not



participate now.” This strategy had been adapted in the Vietnamese videos for the focus groups; for example, in the *Low engagement* video, the Census interviewer said the following about nonresponse: “someone else in the Census Bureau will come another day to complete the interview.” The Vietnamese participants were receptive to this approach because it indirectly emphasized the mandatory nature of participation and encouraged them to complete the interview now to avoid the inconvenience of another visit.

Findings also suggest that a written document explaining the mandatory nature of the census and an assurance of confidentiality of personal information can ease concerns and encourage census participation. As mentioned before, Arabic-, Russian-, English-, and Chinese-language focus groups reacted positively to the Security Warning Statement Card (see Appendix F), because to them, the card is a written record and proves that what the interviewer said is official. Most participants in these three language groups said that they would read it on the spot. Russian-language participants were less sure that they would read it on the spot, but appreciated seeing the card regardless of whether they read it thoroughly. According to the Arabic-language team, Arabic speakers would in general prefer not to read a long document. The Korean-language groups also welcomed the idea of using a security warning statement card because they liked having a written record to show that their information is protected by the Census Bureau. Due to time constraints in the focus groups, the Korean-language groups did not discuss the content or use of the Security Warning Statement card in detail. The Vietnamese-language focus groups’ reactions to the Security Warning Statement Card were not as strong. While they acknowledged that presenting the card to gain the respondent’s trust would be a good idea, most of them said they would read it when they had time. Spanish-language focus groups were mixed in their views, with some groups and some participants feeling they would not read the card in full in front of the interviewer, while others thought they would. In addition, they expected to see more information about the census in the written material. The English-language focus groups also had mixed reactions, as some participants said the document was necessary and encourage participation, others said it was verbose and used complex language.

#### 10.1.4 ***Most Common Concerns that Might Deter Participation***

Several shared themes emerged across language groups regarding the most common concerns that are likely to deter participation in the census. The following is a list of concerns raised by the language groups in the focus group discussions:

- immigration status (undocumented immigrants)
- concern about loss of personal information (divulged or leaked)
- safety concerns (talking to a stranger and fear of opening the door to a stranger)
- legitimacy or credibility of the Census interviewer
- lack of knowledge of the census and its benefits

- fear of government
- afraid of losing current benefits
- no substantial benefits for participation
- language barrier

Four concerns in the list were shared by all language groups: immigration status (undocumented immigrants); security of personal information (that it will not be disclosed or “leaked”); safety (talking to a stranger); and legitimacy or credibility of the Census interviewer. However, the salience differed across groups. For example, the Spanish-, Chinese-, and Korean-language focus groups listed the concern about immigration or undocumented status as the number-one deterrent to participation. Other language groups, including the English-language groups for example, listed this concern, but not as prominently as other factors. Some non-English-language groups expressed concerns about not having the English-language proficiency to complete the census form because they did not know they could get help from a bilingual interviewer. However, it was not as salient as other concerns.

Some concerns seemed to be group-specific:

- *Fear/Mistrust of government* seemed to be a big concern (Spanish, English, and Arabic). This was a concern for the Russian-language groups, but more in the form of bad experiences with the government in their home country than fear of the potential actions of the U.S. government. For these participants, the smiling and friendly attitude of the enumerator and informal tone were very important, as they contrast the stern and formal government workers some had encountered in their home countries.
- Fear of losing current benefits and lack of knowledge about the census (Vietnamese)
- Possible trouble with landlords for more people than the lease allowed in a unit (Spanish)
- Not seeing substantial benefits from census participation (Korean)
- Thinking the census will take too much time to complete (English)
- Fear of opening the door to a stranger (Chinese), and this fear was also shared by all language groups.

Messages targeting the issues of immigration status, heightened safety concerns, and protection of personal information could help alleviate fear and concern in all language groups.

#### 10.1.5 ***Differences Between Monolingual and Bilingual Groups***

One of the research objectives of the current project was to investigate if monolingual and bilingual respondents of the target languages understand and interpreted key census

messages differently. Based on the analysis of the current focus group findings, we did not find striking differences between the monolingual and bilingual respondents in terms of message comprehension and interpretation. Our analysis shows some tendencies that were more prevalent in either the monolingual or bilingual groups in terms of how they expressed their opinions or how they reacted to the interviewer's behavior.

For example, for the Chinese- and Korean-language groups, we found that bilingual participants tended to elaborate their opinions at greater length, which facilitated group discussions. However, these differences should be interpreted carefully as our sample size was too small to draw that conclusion, and our recruitment was based on purposive sampling, which does not control for demographic differences.

For the Vietnamese-language groups, overall, the monolingual participants seemed to be more sensitive to the interviewer's verbal and nonverbal behavior, such as body language and tone, than their bilingual counterparts. On the other hand, bilingual participants were more engaged in making suggestions for topics like improving usability of the Language ID Card or gaining cooperation from the elderly Vietnamese speakers.

In the Arabic-language focus groups, no clear differences in reaction were observed between the monolingual and bilingual participants. In many cases, observations specific to monolingual groups in one video offset the bilinguals' reaction to similar aspects in other videos. For example, only monolingual groups showed concerns about opening the door to a stranger in the *Language barrier* video, but bilingual groups were also concerned about opening the door in the *Unaware, Fear/Mistrust of government*, or *Low engagement* videos. The legal requirement message was received positively by only the monolingual groups in the *Unaware* video, but in later videos or in the overall debriefing discussion, bilingual groups also expressed that the legal requirement message was an effective strategy to encourage people to participate.

In the Spanish-, English-, and Russian-language focus groups, we detected no clear differences by language dominance.

## 10.2 Lessons Learned

Several noteworthy lessons learned could benefit the study design of future multilingual focus groups, including:

- **Build on previous research:** It is important to build on previous research using the terms and concepts tested in previous projects. The current project incorporated the terms, concepts, and culture-specific features from prior research in developing video scripts and tailoring messages to the language groups in question (Sha et al., 2016).
- **Importance of multilingual teams:** for a large-scale multilingual study, it is crucial to engage language experts in the early stage of project development to create scripts or messages that need to be tested. A well-crafted script that incorporates linguistic

nuances and cultural norms of communication for each language saves time and cost in the testing and reporting phases. In the current project, the language teams were instructed not only to develop the video scripts in the respective languages, but also to tailor them to meet cultural norms of communication in the target language. The outcome is a culturally and linguistically appropriate script, which enables the testing and reporting phases to be more efficient.

- The current project also incorporated lessons learned from prior research (Sha et al., 2016) on how to conduct focus groups in non-English languages in study design and protocol development. For example, focus group composition and respondent characteristics were based on cultural expectations (gender and age respectively) for Arabic- and Korean-language groups. The protocol included some techniques that are helpful in encouraging active group participation (e.g., using props, raising hands to express agreement).
- It is important to use experienced moderators who have conducted focus groups with the intended populations in the target languages and are familiar with the decennial census. Because this points to only a few highly qualified people in the United States, if this is not possible, the moderators must receive thorough training and dry-runs. In general, it is crucial to conduct thorough training for focus group moderators across language teams, using a tailored training protocol to help the moderators have a good understanding of the research objectives, content, and materials being tested. The training should also include a conversation with the moderators about cultural expectations of participants in a group discussion and how the moderator should behave.
- Length of Focus Groups. To ensure rich discussion on topics of research interest, planning adequate time for discussion is important in designing a focus group project in non-English languages. Participants in these language groups may need more time to think about the topics and questions and to formulate their answers due to lack of familiarity with the topics under discussion or lack of experience in a focus group setting. It will often be necessary to include fewer topics in a 90-minute discussion than might be planned in an English-only project.

### **10.3 Future Research**

The current research builds on previous research by the Census Bureau and others (Bates & Pan, 2009; Williams, Bates, Lotti & Wroblewski, 2015; Sha et al., 2016; -- 2016; Goerman et al., forthcoming). Based on the current research findings, we suggest several new lines of further research.

- Develop interviewer training materials or courses to help bilingual Census interviewers appreciate different respondent mindsets and their inherent concerns. Interviewer training should focus on how best to use the messages developed in this study to address respondent concerns and reactions. The results from this study also support coaching interviewers to practice active listening to identify the most appropriate verbal and nonverbal messages for the interactions, rather than using the recommended messages as a verbatim script to read from or inflexibly assigning the respondent to a fixed mindset. Paired practice in the non-English language as a part of training could help to prepare interviewers and provide a vehicle for feedback.
- Conduct research on how to tailor messages to non-English-speaking communities. Shifts in perceptions and concerns can occur in these communities as time goes by.

Messages that were effective a decade ago might not be so in the current environment. Therefore, replicating research to reflect the changing environment is important. Qualitative research methods are uniquely suited to investigate in-depth information about the nuances and contexts surrounding possible shifts in perceptions among hard-to-reach populations.

- Continue research on effective in-language materials to increase awareness of the importance of the census and to gain cooperation from immigrant communities. This study shows that a written document is in general welcomed by speakers of these language groups (whether they would actually read it or not) and is perceived as official, effective, and encourages census participation. Further research can focus on developing (1) a written notice with some key points to be used by a Census interviewer at the doorstep to gain cooperation from non-English-speaking respondents and (2) an in-language informational material that addresses concerns of specific target groups identified in the current research. In an FAQ format, a brochure could include many of the messages each language group proposed in our recommendations. Such FAQs could be used in a brochure and on an in-language website or as a handy guide for Census interviewers. If possible, develop content to be language-specific, rather than a translation of the English material that was developed with English speakers in mind.
- Test messages created directly in the language. In this study, videos were filmed with the same scripts with cultural adaptations and this provided the same stimulus to groups of immigrants from different cultures and languages that allowed us to make cross-language comparisons. The recommendations we have made for each language are based on this common testing. Future research could determine whether testing messages created directly in each language could yield even more persuasive wording.
- Conduct research on the use of electronic translation applications and the role they might play in identification of language spoken at the doorstep. Care would need to be taken with such technology since it typically does not take cultural and linguistic appropriateness into account.
- Incorporate the messages from the current research into the 2020 Census Nonresponse Follow-Up (NRFU) interviews. During the 2020 Census NRFU operation, conduct an ethnographic research project to observe NRFU interviews with households that speak the target languages of interest to evaluate and assess the effect of these messages on non-English-speaking respondents. The ethnographic research project conducted for the 2010 Census NRFU interviews (Pan & Lubkemann, 2013) has provided a framework for designing such an evaluation study and for planning the 2020 Census, including the Decennial Language Program, questionnaire development and translation, use of interpreters, and interviewer training. Continuing this line of research will facilitate planning the 2030 Census.



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## **Appendix A: Video Scripts**

**Appendix A1: Base Video Scripts**

**Appendix A2: Adapted Spanish Video Scripts**

**Appendix A3: Adapted Russian Video Scripts**

**Appendix A4: Adapted Chinese Video Scripts**

**Appendix A5: Adapted Korean Video Scripts**

**Appendix A6: Adapted Vietnamese Video Scripts**

**Appendix A7: Adapted Arabic Video Scripts**

**Appendix A8: Adapted English Video Scripts**

**Appendix A9: Filming Instructions**

## **Appendix C: Moderator Guides**

**Appendix C1: Moderator's Guide —English base version**

**Appendix C2: Moderator's Guide)—Spanish**

**Appendix C3: Moderator's Guide —Russian**

**Appendix C4: Moderator's Guide —Chinese**

**Appendix C5: Moderator's Guide —Korean**

**Appendix C6: Moderator's Guide —Vietnamese**

**Appendix C7: Moderator's Guide —Arabic**

**Appendix C8: Moderator's Guide —English**

## **Appendix D: Consent Forms**

**Appendix D1: Consent Form—English base version**

**Appendix D2: Consent Form—Spanish**

**Appendix D3: Consent Form—Russian**

**Appendix D4: Consent Form—Chinese**

**Appendix D5: Consent Form—Korean**

**Appendix D6: Consent Form—Vietnamese**

**Appendix D7: Consent Form—Arabic**

**Appendix D8: Consent Form—English**

## **Appendix E: Language ID Card**

## **Appendix F: Security Warning Statement Card**

**Appendix F1: Security Warning Statement Card—English base  
version**

**Appendix F2: Security Warning Statement Card —Spanish**

**Appendix F3: Security Warning Statement Card —Russian**

**Appendix F4: Security Warning Statement Card —Chinese**

**Appendix F5: Security Warning Statement Card —Korean**

**Appendix F6: Security Warning Statement Card —Vietnamese**

**Appendix F7: Security Warning Statement Card —Arabic**

## **Appendix G:**

### **Keys to Transcription Conventions**



## **Appendix H: Screening Questionnaires**

**Appendix H1: Screening Questionnaire—English base version**

**Appendix H2: Screening Questionnaire—Spanish**

**Appendix H3: Screening Questionnaire—Russian**

**Appendix H4: Screening Questionnaire—Chinese**

**Appendix H5: Screening Questionnaire—Korean**

**Appendix H6: Screening Questionnaire—Vietnamese**

**Appendix H7: Screening Questionnaire—Arabic**

**Appendix H8: Screening Questionnaire—English**

## **Appendix A: Video Scripts**

## **Appendix A1: Base Video Scripts**

***A1-1. English base version: Language Barrier Video Script***

## Video Script

### Messages to Reduce Language Barrier

#### Scene summary:

A Census interviewer visits a non-English speaking household. The interviewer does not speak the respondent's language and uses the Language ID Flashcard. The interviewer speaks in English in this dialogue.

- INTERVIEWER = IWR
- RESPONDENT = R

#### Non-verbal behaviors

Characters	Appearance	Props	Non-verbal behavior
Census IWR	<ul style="list-style-type: none"> <li>• Wear “business casual” attire (avoid clothing that’s too casual such as shorts, jeans, t-shirts, flip flops, etc. or too formal such as black suit and tie.)</li> <li>• Maintain a neat physical appearance (don’t wear excessive jewelry, outrageous haircut, makeup, or facial hair; tie hair if it’s very long for tidiness)</li> <li>• Wear comfortable shoes</li> <li>• Prominently display Census ID</li> </ul>	<ul style="list-style-type: none"> <li>• Census logo bag</li> <li>• Printed materials (Show Card, Language ID flashcard)</li> <li>• Do not rummage inside the bag (may appear threatening).</li> <li>• Census ID badge</li> <li>• Pen</li> <li>• <i>Handheld device</i></li> </ul>	<ul style="list-style-type: none"> <li>• Be friendly, but not overly dramatic with facial expression, gesture, or eye contact)</li> </ul> <p><i>[if interviewer is familiar with the specific cultural norms]</i></p> <ul style="list-style-type: none"> <li>• <i>Be respectful, such as bowing (if culturally appropriate)</i></li> <li>• <i>Be sensitive to cultural norms of the community, such as: accepting invitation to enter R’s house after establishing rapport; taking off shoes when entering a house; accepting offer for a drink, etc.</i></li> </ul>
Respondent	<ul style="list-style-type: none"> <li>• No restrictions other than wearing comfortable homewear.</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

#### Verbal behaviors

- Appear fluent in the introduction. Amateur actor playing the interviewer should have the introduction memorized.

*If interviewer speaks the target language:*

- *Use culturally appropriate politeness terms, such as “usted” in Spanish, “Вы” in Russian, 您 in Chinese.*
- *Use titles and address terms, such as “teacher” in Korean.*
- *Monitor linguistic cues to signal shared common ground (e.g., switching to the dialect that R uses), if culturally appropriate.*

**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

**CENSUS IWR**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck or clipped on the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.]

**RESPONDENT**

[Opens the door and looks at the IWR suspiciously through the half open door]

**CENSUS IWR**

Hello/good morning/good afternoon/good evening.

<Optional> Sorry to bother you.

My name is XXX and I work for the U.S. Census Bureau. Here is my ID.

[Shows Census ID for 5 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

The Census Bureau is conducting a nationwide Census...

**RESPONDENT**

[Interrupts and uses non-verbal behavior to show “not interested, please go away”. For example, in some cultures people would wave their hand vigorously.]

No English.

**CENSUS IWR**

That’s ok. Let me show you something.

[Locates the Language ID Flashcard from the printed materials on hand.]

Please look at this card.

[Points to IWR’s eyes first and points to the card.]

and point to me your language.

**RESPONDENT**

[Gets out of house and stand in front of the closed door]

**CENSUS IWR**

[Hands the Language ID Flashcard to R and stands right next to R. Both IWR and R faces the camera.]

[R slowly scans the right column of the first page from top to bottom with index finger or hand]

Let's take a look at this together. What is your language?

*IF LANGUAGE IS NOT ON THE PAGE, REPEAT THE FOLLOWING SCENES:*

**RESPONDENT**

[Looks at what IWR and shakes head left and right] No.

**CENSUS IWR**

[Turns to the next page while the card is still in R's hand.]

Okay. Let's look at the next page.

**RESPONDENT**

[Culturally appropriate non-verbal behavior to indicate affirmation, such as nodding]

[Points to the language]

Yes.

[Says in the target language the name of the language as shown on the card]

[NAME OF LANGUAGE IN THE TARGET LANGUAGE]

**CENSUS IWR**

Thank you!

[Points to the language on the card, which is shown in both English and Target Language]

[LANGUAGE] is your language, right?

**RESPONDENT**

[Culturally appropriate non-verbal behavior to indicate positivity, such as smiling]

Yes!

**CENSUS IWR**

Okay. Thank you again. Look at this please.

[Points to the box next to the language]

**RESPONDENT**

[Shakes head left and right]

No.

**CENSUS IWR**

No one here speaks English? Could you give me your phone number?

[Gesture for phone and point to smartphone]

**RESPONDENT**

[Hesitates for 2 seconds. Looks at the IWR and her ID, appearing undecided.]

**CENSUS IWR**

[Culturally appropriate non-verbal behavior to indicate assurance, such as smiling, nodding affirmatively, etc.]

<Optional> Please.

**RESPONDENT**

Okay.

**CENSUS IWR**

[IWR launches Language Phone instrument by swiping with finger and tapping on the screen. The video does not show the screen. IWR then holds the device to the respondent to type in the phone number.]

**RESPONDENT**

[R types in his number]



Language Barrier (Base)

**CENSUS IWR**

Thank you. Another Census interviewer who speaks <TARGET  
LANGUAGE> will contact you. Thank you again!

[Waves good-bye]

Good Bye!

***A1-2. English base version: Unaware Video Script***

## Video Script

### Messages to Inform and Persuade Unacquainted/Insulated/Headnodder Households

#### Scene summary:

A [target language] speaking Census interviewer visits a [target language speaking] household. The [target language] speaker is unaware of the Census.

- INTERVIEWER = IWR
- RESPONDENT = R

#### Non-verbal behaviors

Characters	Appearance	Props	Non-verbal behavior
Census IWR	<ul style="list-style-type: none"> <li>• Wear “business casual” attire (avoid clothing that’s too casual such as shorts, jeans, t-shirts, flip flops, etc. or too formal such as black suit and tie.)</li> <li>• Maintain a neat physical appearance (don’t wear excessive jewelry, outrageous haircut, makeup, or facial hair; tie hair if it’s very long for tidiness)</li> <li>• Wear comfortable shoes</li> <li>• Prominently display Census ID</li> </ul>	<ul style="list-style-type: none"> <li>• Census logo bag</li> <li>• Printed materials (Show Card, Language ID flashcard)</li> <li>• Do not rummage inside the bag (may appear threatening).</li> <li>• Census ID badge</li> <li>• Pen</li> <li>• <i>Handheld device</i></li> </ul>	<ul style="list-style-type: none"> <li>• Be friendly, but not overly dramatic with facial expression, gesture, or eye contact)</li> </ul> <p>[if interviewer is familiar with the culture]</p> <ul style="list-style-type: none"> <li>• Be sensitive to cultural norms of the community, such as: accepting invitation to enter R’s house after establishing rapport; taking off shoes when entering a house; accepting offer for a drink, etc.</li> <li>• Be respectful, such as bowing (if culturally appropriate)</li> </ul>
Respondent	<ul style="list-style-type: none"> <li>• No restrictions other than wearing comfortable homewear.</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

#### Verbal behaviors

- Appear fluent in the introduction. Amateur actor playing the interviewer should have the introduction memorized.
- Use culturally appropriate politeness terms, such as “usted” in Spanish, “Вы” in Russian, 您 in Chinese.
- Use titles and address terms, such as “teacher” in Korean.
- Monitor linguistic cues to signal shared common ground (e.g., switching to the dialect that R uses), if culturally appropriate.

Unaware (Base)

**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

**TARGET LANGUAGE SPEAKING IWR**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck, or clipped to the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.]

**RESPONDENT**

[Opens the door]

Yes?

**TARGET LANGUAGE SPEAKING IWR**

Hello/good morning/good afternoon/good evening.

<Optional> Sorry to bother you.

My name is XXX and I work for the U.S. Census Bureau. Here is my ID.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

The US Census Bureau is conducting a nationwide Census right now and I am here to complete a Census questionnaire for [ADDRESS].

May I please ask, do you live here at [ADDRESS]?

**RESPONDENT**

What is this about?

**TARGET LANGUAGE SPEAKING IWR**

[In a reassuring tone]

Every ten years the United States government conducts a Census, which is a questionnaire to count **everyone** who is living in the United States. The Census is very important. The results from the Census will be used to help each community to get its fair share of federal funding for many programs and public services.

**RESPONDENT**

Why do they count people? I don't understand why it is that important.

**TARGET LANGUAGE SPEAKING IWR**

It is important because the U.S. government uses the information to make plans and policy decisions about the programs and services for each community. So it is very important to have an accurate count of people in the Census. For example, federal funding can help improve services to the elderly if the Census counts shows there are many elderly in this area. Federal funding can also help build or improve community centers, schools, hospitals, roads, and services for children and the elderly.

[Speaks confidently]

So it is very important that everyone participates in the census! Your participation will help yourself, your neighbors, and the [Specific Ethnicity] community!

**RESPONDENT**

Okay. So, what do I need to do?

**TARGET LANGUAGE SPEAKING IWR**

I will ask you questions from the Census questionnaire, and please give me the answers to those questions. May I please ask, do you live here at [ADDRESS]?

**RESPONDENT**

Yes. But I don't speak English very well and I am not sure I can complete the questionnaire well.

**TARGET LANGUAGE SPEAKING IWR**

The Census questionnaire is in [target language] and I will help you. The Census questions are easy. We just need to know how many people live in the household and some basic information about them, such as their sex, age, etc.

**RESPONDENT**

That is still our private information!

**TARGET LANGUAGE SPEAKING IWR**

All the data are grouped together, and presented in statistical format so others cannot tell what you said. This means that the answers that you provide will be kept confidential and your personal information will not be disclosed.

**RESPONDENT**

Can you talk to my neighbors instead? I think they would be willing to answer your questions.

**TARGET LANGUAGE SPEAKING IWR**

Everyone, including you and me, are **required by law** to participate in the Census. Your neighbors will have to answer about their household, too. And the law also protects your privacy and keeps your answers confidential. Here is more information about this.

[Hands R the Security Warning Statement<sup>1</sup>. Camera to zoom in on the content of the card for 3 seconds].

**RESPONDENT**

[Glances at the card but does not read carefully]

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<sup>1</sup> The Census Bureau is required by U.S. law to keep your answers confidential. This means that the Census Bureau will never release your responses in any way that could identify you. All U.S. Census Bureau employees have taken an oath of confidentiality and are subject to a jail term, a fine, or both, if they disclose ANY information that could identify you or your household. Your answers will be used only for statistical purposes. You are required by law to provide the information requested. These federal laws are found in the United States Code, Title 13 (Sections 9, 141, 193, 214, and 221). Per the Federal Cybersecurity Enhancement Act of 2015, your data are protected from cybersecurity risks through screening of the systems that transmit your data. To learn more about our privacy policy and data protection, please visit our Website at [www.census.gov](http://www.census.gov) and click on "Data Protection and Privacy Policy" at the bottom of the home page. Thank you for your cooperation. The Census Bureau appreciates your help. Respondents are not required to respond to any information collection unless it displays a valid approval number from the Office of Management and Budget (OMB). The approval number for the 2017 Census Test is OMB No. xxxx-xxxx; and this approval expires xx/xx/xxxx. Send any comments concerning this collection to Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233. Or email your comments to <2020.census.paperwork@census.gov> and use "Paperwork Reduction Project xxxx-xxxx" as the subject.

Unaware (Base)

Wow, okay, I guess I have to do this. But how long does it take? I am not sure I have the time today.

**TARGET LANGUAGE SPEAKING IWR**

I understand you are busy. I can come back later when it is more convenient for you. I won't take up a lot of your time though. The Census questionnaire takes approximately 10 minutes to complete.

**RESPONDENT**

Alright. Let's get started then.

<Optional Scene below>

Let's go inside so it's more comfortable. [Open the door wide and make an appropriate gesture (i.e., wave hands) to let the interviewer get in] Come on in please.

**TARGET LANGUAGE SPEAKING IWR**

Thank you.

[Steps into the house. If culturally appropriate, takes off shoes]

**RESPONDENT**

[Offers food/drink]

I will bring you some [fill in].

**TARGET LANGUAGE SPEAKING IWR**

[Accepts offer of food/drink]

Thank you.

***A1-3. English base version: Fear/Mistrust of Government Video Script***



## Video Script

### Messages to Overcome Fear/Mistrust of Government

#### Scene summary:

The conversation takes place in [target language]. A [target language] speaking Census interviewer visits a [target language speaking] household. Because this is a government questionnaire, the [target language] speaker shows two concerns:

1. afraid of dealing with the government (fear of penalties). The respondent would rather remain “anonymous” and not bring attention to him/her because the household may include undocumented people, have too many people living in the same household, or is “isolated”.
2. does not trust what the government says (feels that government is not really trying to help, does not truly honor privacy and confidentiality).

- INTERVIEWER = IWR
- RESPONDENT = R

#### Non-verbal behaviors

Characters	Appearance	Props	Non-verbal behavior
Census IWR	<ul style="list-style-type: none"> <li>Wear “business casual” attire (avoid clothing that’s too casual such as shorts, jeans, t-shirts, flip flops, etc. or too formal such as black suit and tie.)</li> <li>Maintain a neat physical appearance (don’t wear excessive jewelry, outrageous haircut, makeup, or facial hair; tie hair if it’s very long for tidiness)</li> <li>Wear comfortable shoes</li> <li>Prominently display Census ID</li> </ul>	<ul style="list-style-type: none"> <li>Census logo bag</li> <li>Printed materials (Show Card, Language ID flashcard)</li> <li>Do not rummage inside the bag (may appear threatening).</li> <li>Census ID badge</li> <li>Pen</li> <li><i>Handheld device</i></li> </ul>	<ul style="list-style-type: none"> <li>Be friendly, but not overly dramatic with facial expression, gesture, or eye contact)</li> </ul> <p>[if interviewer feels comfortable]</p> <ul style="list-style-type: none"> <li>Be sensitive to cultural norms of the community, such as: accepting invitation to enter R’s house after establishing rapport; taking off shoes when entering a house; accepting offer for a drink, etc.</li> <li>Be respectful, such as bowing (if culturally appropriate)</li> </ul>
Respondent	<ul style="list-style-type: none"> <li>No restrictions other than wearing comfortable homewear.</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>

#### Verbal behaviors

- Appear fluent in the introduction. Amateur actor playing the interviewer should have the introduction memorized.
- Use culturally appropriate politeness terms, such as “usted” in Spanish, “Вы” in Russian, 您 in Chinese.
- Use titles and address terms, such as “teacher” in Korean.
- Monitor linguistic cues to signal shared common ground (e.g., switching to the dialect that R uses), if culturally appropriate.

**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

**TARGET LANGUAGE SPEAKING IWR**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck or clipped to the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.]

**RESPONDENT**

[Opens the door and looks at the IWR suspiciously through the half open door]

**TARGET LANGUAGE SPEAKING IWR**

Hello/good morning/good afternoon/good evening.

<Optional> Sorry to bother you.

My name is XXX, and I work for the U.S. Census Bureau. Here is my ID.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

**RESPONDENT**

The respondent looks afraid when they see the badge, opens his/her eyes more, pulls his/her forehead up, and steps slightly back from the door.]

**TARGET LANGUAGE SPEAKING IWR**

The U.S. Census Bureau is conducting a nationwide Census right now and I am here to complete the questionnaire for [ADDRESS].

**RESPONDENT**

[Appears surprised and uncomfortable]

Why does the Census Bureau need to talk to me?

**TARGET LANGUAGE SPEAKING IWR**

I did not come to this address because of you personally ma'am/sir. Every ten years the United States government conducts a Census, which is a questionnaire to count **everyone** who is living in the United States. It is very important.

**RESPONDENT**

[At this point the respondent looks concerned, closes his/her eyes a little and tilts his/her head.]

Oh, counting people...?

[Appears nervous]

We don't have too many people living here. Why do they count people?

**TARGET LANGUAGE SPEAKING IWR**

This is because the U.S. government uses the information to make plans and policy decisions about the programs and services for each community. So it is very important to have an accurate count of people in the Census.

**RESPONDENT**

[At this point distrust begins to kick in. The respondent demonstrates a more assertive attitude.]

Government? I don't want the government to know my personal information.

**TARGET LANGUAGE SPEAKING IWR**

[Assuring]

The Census questions are very simple. We just need to know how many people live in the household and some basic information about them, such as their sex, age, etc. We don't need to know about anyone's immigration status or social security numbers. All the data are grouped together, and presented in statistical format. This means that the answers that you provide will be kept confidential and your personal information will not be disclosed.

**RESPONDENT**

That's what you say but then things happen, right? I don't want to take any risks.

### TARGET LANGUAGE SPEAKING IWR

Let me assure you that the U.S. Census Bureau honors privacy and protects confidentiality.

All the Census Bureau employees have taken an oath to keep your questionnaire answers confidential. If I disclose any private information, I will go to jail or pay a fine, or both!

### RESPONDENT

I don't think the government really cares about [Specific Ethnicity] people. I've lived in this neighborhood for many years, and nothing changed: classrooms are overcrowded, and traffic is not good.

### TARGET LANGUAGE SPEAKING IWR

That is exactly why everyone needs to be counted, so the government can distribute funds to areas in most need. Participating in the Census helps you and the [Specific Ethnicity] community! If [Specific Ethnicity] don't participate in the Census, the government will not have the information needed to allocate funds for programs and services that you and other [Specific Ethnicity] people may need. For example, federal funding can help build or improve community centers, schools, hospitals, roads, and services for children and the elderly.

Everyone, including you and me, are **required by law** to participate in the Census. Here is more information about this.

[Hand R the Security Warning Statement<sup>1</sup>. Camera to zoom in on the content of the

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<sup>1</sup> The Census Bureau is required by U.S. law to keep your answers confidential. This means that the Census Bureau will never release your responses in any way that could identify you. All U.S. Census Bureau employees have taken an oath of confidentiality and are subject to a jail term, a fine, or both, if they disclose ANY information that could identify you or your household. Your answers will be used only for statistical purposes. You are required by law to provide the information requested. These federal laws are found in the United States Code, Title 13 (Sections 9, 141, 193, 214, and 221). Per the Federal Cybersecurity Enhancement Act of 2015, your data are protected from cybersecurity risks through screening of the systems that transmit your data. To learn more about our privacy policy and data protection, please visit our Website at [www.census.gov](http://www.census.gov) and click on "Data Protection and Privacy Policy" at the bottom of the home page. Thank you for your cooperation. The Census Bureau appreciates your help. Respondents are not required to respond to any information collection unless it displays a valid approval number from the Office of Management and Budget (OMB). The approval number for the 2017 Census Test is OMB No. xxxx-xxxx; and this approval expires xx/xx/xxxx. Send any comments concerning this collection to Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC

Fear/Mistrust of Government (Base)

card for 3 seconds.]

**RESPONDENT**

[Has a concerned look]

Hm...what, it is required by law?

**TARGET LANGUAGE SPEAKING IWR**

[Assuring] Yes, it is. The law also protects your privacy and keeps your answers confidential. The Census questionnaire is easy, important, and safe. The questions take approximately 10 minutes to complete.

**RESPONDENT**

[Pauses and hesitates for a few seconds]

**TARGET LANGUAGE SPEAKING IWR**

May I please ask, do you live here at [ADDRESS]?

***A1-4. English base version: Low Engagement Video Script***

## Video Script

### Messages to Overcome Low Engagement

#### Scene summary:

A [target language] speaking Census interviewer visits a [target language speaking] household. The [target language] speaker is not interested in participating in the Census because (s)he is not engaged. The conversation takes place in [target language].

- INTERVIEWER = IWR
- RESPONDENT = R

#### Non-verbal behaviors

Characters	Appearance	Props	Non-verbal behavior
Census IWR	<ul style="list-style-type: none"> <li>• Wear “business casual” attire (avoid clothing that’s too casual such as shorts, jeans, t-shirts, flip flops, etc. or too formal such as black suit and tie.)</li> <li>• Maintain a neat physical appearance (don’t wear excessive jewelry, outrageous haircut, makeup, or facial hair; tie hair if it’s very long for tidiness)</li> <li>• Wear comfortable shoes</li> <li>• Prominently display Census ID</li> </ul>	<ul style="list-style-type: none"> <li>• Census logo bag</li> <li>• Printed materials (Show Card, Language ID flashcard)</li> <li>• Do not rummage inside the bag (may appear threatening).</li> <li>• Census ID badge</li> <li>• Pen</li> <li>• <i>Handheld device</i></li> </ul>	<ul style="list-style-type: none"> <li>• Be friendly, but not overly dramatic with facial expression, gesture, or eye contact)</li> </ul> <p>[if interviewer feels comfortable]</p> <ul style="list-style-type: none"> <li>• Be sensitive to cultural norms of the community, such as: accepting invitation to enter R’s house after establishing rapport; taking off shoes when entering a house; accepting offer for a drink, etc.</li> <li>• Be respectful, such as bowing (if culturally appropriate)</li> </ul>
Respondent	<ul style="list-style-type: none"> <li>• No restrictions other than wearing comfortable homewear.</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

#### Verbal behaviors

- Appear fluent in the introduction. Amateur actor playing the interviewer should have the introduction memorized.
- Use culturally appropriate politeness terms, such as “usted” in Spanish, “Вы” in Russian, 您 in Chinese.
- Use titles and address terms, such as “teacher” in Korean.
- Monitor linguistic cues to signal shared common ground (e.g., switching to the dialect that R uses), if culturally appropriate.

**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

**TARGET LANGUAGE SPEAKING IWR**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck, or clipped to the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.]

[No response from the household after 10 seconds, then IWR knocks on the door again]

Hello/good morning/good afternoon/good evening, is there anybody home?

**RESPONDENT**

[Behind the door]

Who is there?

**TARGET LANGUAGE SPEAKING IWR**

[In a clear voice]

I'm from the US Census Bureau.  
<Optional> My name is XXX.

**RESPONDENT**

[Opens the door]

Yes?

**TARGET LANGUAGE SPEAKING IWR**

Hello/good morning/good afternoon/good evening.

<Optional> Sorry to bother you.

My name is XXX and I work for the U.S. Census Bureau. Here is my ID.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

The U.S. Census Bureau is conducting a nationwide Census right now and I am here to complete a Census questionnaire for [ADDRESS]. Every ten years the United States



government conducts a Census, which is a questionnaire to count **everyone** who is living in the United States.

May I please ask, do you live here at [ADDRESS]?

**RESPONDENT**

Yes, I live here. But I don't have time for any questionnaire. I just got home from work.

**TARGET LANGUAGE SPEAKING IWR**

The Census questionnaire takes only approximately 10 minutes and the questions are easy. Your participation is very important because the results from the Census will be used to help your community to get its fair share of federal funding for many programs and services.

**RESPONDENT**

Well, it may be good for my community, but it does not sound like I would benefit much out of this. I don't see why I need to complete the questionnaire.

**TARGET LANGUAGE SPEAKING IWR**

The government needs data from the Census to plan and provide services and benefits that you and your neighbors may need. For example, federal funding can help build or improve community centers, schools, hospitals, roads, and services for children and the elderly.

[Speaks confidently]

So it is very important that everyone participates in the census! Your participation will help yourself, your neighbors, and the [Specific Ethnicity] community!

**RESPONDENT**

But I am not a U.S. citizen, so I don't think I should do it.

### **TARGET LANGUAGE SPEAKING IWR**

[States it clearly and slowly while making eye contact with R]

The Census needs to count all persons who live in the United States, regardless of their citizenship or their immigration status. Even though you are not a U.S. citizen, because you live in the United States, you are required by the U.S. law to participate in it. And the law also protects your privacy and keeps your answers confidential. Here is more information about this.

[Hand R the Security Warning Statement<sup>1</sup>. Camera to zoom in on the content of the card for 3 seconds.]

### **RESPONDENT**

[Glances at the card]

I didn't realize the Census is required by law...

[Seems to become engaged but provides another soft refusal]

But I have more important things to do; I don't have time for this!

### **TARGET LANGUAGE SPEAKING IWR**

I understand you are busy. I won't take up a lot of your time. I don't have to go inside your house, we can complete the questionnaire right here. The questions take only approximately 10 minutes to complete. Your participation will help me do my

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<sup>1</sup> The Census Bureau is required by U.S. law to keep your answers confidential. This means that the Census Bureau will never release your responses in any way that could identify you. All U.S. Census Bureau employees have taken an oath of confidentiality and are subject to a jail term, a fine, or both, if they disclose ANY information that could identify you or your household. Your answers will be used only for statistical purposes. You are required by law to provide the information requested. These federal laws are found in the United States Code, Title 13 (Sections 9, 141, 193, 214, and 221). Per the Federal Cybersecurity Enhancement Act of 2015, your data are protected from cybersecurity risks through screening of the systems that transmit your data. To learn more about our privacy policy and data protection, please visit our Website at [www.census.gov](http://www.census.gov) and click on "Data Protection and Privacy Policy" at the bottom of the home page. Thank you for your cooperation. The Census Bureau appreciates your help. Respondents are not required to respond to any information collection unless it displays a valid approval number from the Office of Management and Budget (OMB). The approval number for the 2017 Census Test is OMB No. xxxx-xxxx; and this approval expires xx/xx/xxxx. Send any comments concerning this collection to Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233. Or email your comments to <2020.census.paperwork@census.gov> and use "Paperwork Reduction Project xxxx-xxxx" as the subject.

Low Engagement (Base)

job, could you please help me?

**RESPONDENT**

[Frowns to show slight grudgingness, but willing]

Alright.

## **Appendix A2: Adapted Spanish Video Scripts**

## ***A2-1. Spanish: Language Barrier Video Script***

## **Video Script 1. Messages to Reduce Language Barrier**

**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

### **CENSUS IWR**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck or clipped on the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.]

### **RESPONDENT**

[Opens the door and looks at the IWR suspiciously through the half open door]

### **CENSUS IWR**

Hello/good morning/good afternoon/good evening.

<Optional> Sorry to bother you.

My name is XXX and I work for the U.S. Census Bureau.

Here is my ID.

[Shows Census ID for 5 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

The Census Bureau is conducting a nationwide Census.

### **RESPONDENT**

[Interrupts and uses non-verbal behavior to show “not interested, please go away”. For example, in some cultures people would wave their hand vigorously.]

No English.

### **CENSUS IWR**

That’s ok. Let me show you something.

[Locates the Language ID Flashcard from the printed materials on hand.]

Please look at this card.

[Points to IWR’s eyes first and points to the card.]

and point to me your language.

**RESPONDENT**

[Gets out of house and stands in front of the closed door]

**CENSUS IWR**

[Hands the Language ID Flashcard to R and stands right next to R. Both IWR and R faces the camera.]

[R slowly scans the right column of the first page from top to bottom with index finger or hand]

What is your language?

**RESPONDENT**

[Culturally appropriate non-verbal behavior to indicate affirmation, such as nodding] [Points to the language]

Yes

**[Spanish version]**

Este

**[Back translation]**

This one

**[Notes on adaptation: ]**

1. In pointing, the natural thing for Spanish would be to say this one, rather than saying yes.

[Says in the target language the name of the language as shown on the card]

Español

**[Back translation]**

Spanish

**CENSUS IWR**

Thank you!

[Points to the language on the card, which is shown in both English and Target Language]

Spanish is your language, right?

**RESPONDENT**

[Culturally appropriate non-verbal behavior to indicate positivity, such as smiling]

¡Sí!

**[Back translation]**

Yes!

**CENSUS IWR**

Okay. Thank you again. Look at this please.

[Points to the box next to the language.]

**RESPONDENT**

[Shakes head left and right]

No.

**CENSUS IWR**

No one here speaks English? Could you give me your phone number?

[Gesture for phone and point to smartphone]

**RESPONDENT**

[Hesitates for 2 seconds. Looks at the IWR and her ID, appearing undecided.]

**CENSUS IWR**

[Culturally appropriate non-verbal behavior to indicate assurance, such as smiling, nodding affirmatively, etc.]

Please.

**RESPONDENT**



Okay.

**[Spanish version]**

Está bien.

**[Back translation]**

It's ok.

**CENSUS IWR**

[IWR launches Language Phone instrument by swiping with finger and tapping on the screen. The video does not show the screen. IWR then holds the device to the respondent to type in the phone number.]

**RESPONDENT**

[R types in her number]

**CENSUS IWR**

Thank you. Another Census interviewer who speaks Spanish will contact you. Thank you again!

[Waves good-bye]

Good bye!

***A2-2. Spanish: Unaware Video Script***

## **Video Script 2. Messages to Inform and Persuade Unacquainted/Insulated/Headnodder Households (Unaware)**

**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

### **TARGET LANGUAGE SPEAKING IWR**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck, or clipped to the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.]

### **RESPONDENT**

[Opens the door]

Yes?

**[Spanish version]**

¿Sí? ¿Qué desea?

**[Back translation]**

Yes? What do you want?

### **[Notes on adaptation: ]**

1. Language experts added phrase that Spanish speakers would use in this situation.

### **TARGET LANGUAGE SPEAKING IWR**

Hello/good morning/good afternoon/good evening.

Sorry to bother you.

My name is XXX and I work for the U.S. Census Bureau.

Here is my ID.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

The U.S. Census Bureau is conducting a nationwide Census right now and I am here to complete a Census questionnaire for [ADDRESS].

May I please ask, do you live here at [ADDRESS]?

**[Spanish version]**

Buenos días/Buenas tardes/Buenas noches.

Disculpe que lo/la moleste.

Me llamo XXX y trabajo para la Oficina del Censo de los Estados Unidos. Aquí está mi identificación.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

La Oficina del Censo de los Estados Unidos está llevando a cabo el censo de población en todo el país, y estoy aquí para completar las preguntas del censo para [ADDRESS].

¿Me podría decir si usted vive aquí, en [ADDRESS]

**[Back translation]**

Good morning/Good afternoon/Good evening

Sorry to disturb you.

My name is XXX and I work for the U.S. Census Bureau.  
Here is my ID.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

The U.S. Census Bureau is conducting the population census in the whole country and I am here to complete the census questions for [ADDRESS].

Could you tell me if you live here at [ADDRESS]?

**[Notes on adaptation: ]**

1. Did not translate Hello to avoid excessive informality at first contact.

**RESPONDENT**

What is this about?

**[Spanish version]**

¿De qué se trata esto del censo?

**[Back translation]**

What is this census thing about?

## TARGET LANGUAGE SPEAKING IWR

[In a reassuring tone]

Every ten years the United States government conducts a Census, which is a questionnaire to count **everyone** who is living in the United States. The Census is very important. The results from the Census will be used to help each community to get its fair share of federal funding for many programs and public services.

### [Spanish version]

Cada diez años el gobierno de los Estados Unidos hace un censo. Un censo es una encuesta para contar a **todas las personas** que están viviendo en los Estados Unidos. El Censo es muy importante. Los resultados se van a usar para que cada comunidad reciba los fondos federales que le corresponden para muchos programas y servicios públicos.

### [Back translation]

Every ten years the government of the United States conducts a Census. A census is a survey to count **all the persons** who are living in the United States. The Census is very important. The results will be used so that each community will get its fair share of federal funding it is due for many public programs and services.

### [Notes on adaptation: ]

1. Split first sentence into two, to avoid complex structure.

## RESPONDENT

Why do they count people? I don't understand why it is that important.

### [Spanish version]

¿Por qué cuentan el número de personas? No entiendo porqué eso es tan importante.

### [Back translation]

Why do they count the number of persons? I don't

understand why that is so important.

### **TARGET LANGUAGE SPEAKING IWR**

It is important because the U.S. government uses the information to make plans and policy decisions about the programs and services for each community. So it is very important to have an accurate count of people in the Census. For example, federal funding can help improve services to the elderly if the Census counts shows there are many elderly in this area. Federal funding can also help build or improve community centers, schools, hospitals, roads, and services for children and the elderly.

### **[Spanish version]**

Es importante porque el gobierno de los Estados Unidos usa esa información para hacer planes y tomar decisiones sobre los programas y servicios que necesita cada comunidad. Por eso es muy importante que el censo cuente exactamente cuántas personas hay. Por ejemplo, si de acuerdo al censo se ve que hay muchos ancianos en esta área, los fondos federales pueden ayudar a mejorar los servicios para los ancianos. Con los fondos federales también se puede ayudar a construir o mejorar los centros comunitarios, las escuelas, los hospitales, los caminos, y los servicios para los niños y los ancianos.

### **[Back translation]**

It is important because the U.S. government uses that information to make plans and decisions about the programs and services that each community needs. That is why it is very important that the census count exactly how many persons there are. For example, if the census shows that there are many elderly in this area, federal funds can help improve services to the elderly. With federal funds you can also help build or improve community centers, schools, hospitals, roads, and services for children and the elderly.

[Speaks confidently]

So it is very important that everyone participates in the census! Your participation will help yourself, your neighbors, and the [Specific Ethnicity] community!

**[Spanish version]**

¡Por eso es muy importante que todos participen en el censo! Al participar, usted se ayuda a sí mismo(a), a sus vecinos, y a la comunidad hispana.

**[Back translation]**

That is why it is very important that everyone participates in the census! By participating, you help yourself, your neighbors, and the Hispanic community!

**RESPONDENT**

Okay. So, what do I need to do?

**[Spanish version]**

Está bien. ¿Qué tengo que hacer?

**[Back translation]**

It's ok. What do I have to do?

**TARGET LANGUAGE SPEAKING IWR**

I will ask you questions from the Census questionnaire, and please give me the answers to those questions. May I please ask, do you live here at [ADDRESS]?

**[Spanish version]**

Yo le voy a hacer las preguntas del censo y usted me las va a responder. ¿Me podría decir si usted vive aquí, en [ADDRESS]?

**[Back translation]**

I will ask you the census questions and you will answer them for me. Can you tell me if you live here at [ADDRESS]?

### **RESPONDENT**

Yes. But I don't speak English very well and I am not sure I can complete the questionnaire well.

#### **[Spanish version]**

Sí, pero no hablo muy bien en inglés y no estoy segura si puedo completar bien las preguntas del censo.

#### **[Back translation]**

Yes. But I don't speak English very well and I am not sure if I can complete the census questions properly.

#### **[Notes on adaptation: ]**

1. To simplify language and increase consistency, questionnaire and survey were translated whenever possible as the census questions.

### **TARGET LANGUAGE SPEAKING IWR**

The Census questionnaire is in [target language] and I will help you. The Census questions are easy. We just need to know how many people live in the household and some basic information about them, such as their sex, age, etc.

#### **[Spanish version]**

Tengo las preguntas del censo en español y lo/la voy a ayudar a completarlas. Las preguntas son fáciles. Solamente necesitamos saber cuántas personas viven en el hogar y algunos datos básicos sobre cada uno, como el sexo, la edad, etc.

#### **[Back translation]**

I have the census questions in Spanish and I will help you complete. The Census questions are easy. We just need to know how many people live in the household and some basic information about them, such as their sex, age, etc.

#### **[Notes on adaptation: ]**



1. To simplify language and increase consistency, questionnaire and survey were translated whenever possible as the census questions.

**RESPONDENT**

That is still our private information!

**[Spanish version]**

¡Pero esa es información personal!

**[Back translation]**

But that is private information!

**TARGET LANGUAGE SPEAKING IWR**

All the data are grouped together, and presented in statistical format so others cannot tell what you said. This means that the answers that you provide will be kept confidential and your personal information will not be disclosed.

**[Spanish version]**

Todos los datos se van a agrupar y se van a presentar en forma de estadísticas, para que otros no sepan lo que usted contestó. Esto quiere decir que las respuestas que usted nos dé son confidenciales y su información personal no se va a dar a conocer.

**[Back translation]**

All the data will be grouped together and will be presented in the form of statistics so others will not know what you answered. This means that the responses that you provide are confidential and your personal information will not be disclosed.

**RESPONDENT**

Can you talk to my neighbors instead? I think they would be willing to answer your questions.

**[Spanish version]**

¿Por qué no habla con mis vecinos mejor? Yo creo que ellos van a estar dispuestos a contestar sus preguntas.

**[Back translation]**

Why don't you rather talk to my neighbors? I think they will be willing to answer your questions.

**TARGET LANGUAGE SPEAKING IWR**

Everyone, including you and me, are **required by law** to participate in the Census. Your neighbors will have to answer about their household, too. And the law also protects your privacy and keeps your answers confidential. Here is more information about this.

**[Spanish version]**

Todas las personas, incluídos usted y yo, estamos **obligadas por ley** a participar en el censo. Sus vecinos también tendrán que contestar sobre el hogar de ellos. Y esa misma ley también protege su privacidad y mantiene confidenciales sus respuestas. Aquí tiene más información sobre esto.

**[Back translation]**

All persons, including you and me, are **required by law** to participate in the Census. Your neighbors will also have to answer about their household. And that same law also protects your privacy and keeps your answers confidential. Here you have more information about this.

[Hands R the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds].

**RESPONDENT**

[Glances at the card but does not read carefully]

Wow, okay, I guess I have to do this. But how long does it take? I am not sure I have the time today.

**[Spanish version]**

¡Oh, wow! Bueno, parece que voy a tener que hacerlo. ¿Cuánto tiempo se tarda? No estoy segura si tengo tiempo hoy.

**[Back translation]**

Wow! Okay, looks like I have to do this. How long does it take? I am not sure I have the time today.

**TARGET LANGUAGE SPEAKING IWR**

I understand you are busy. I can come back later when it is more convenient for you. I won't take up a lot of your time though. The Census questionnaire takes approximately 10 minutes to complete.

**[Spanish version]**

Sí, entiendo que usted esté ocupadoa. Podría volver más tarde en un horario que a usted le sea más conveniente. Pero en realidad no voy a ocupar mucho de su tiempo. Las preguntas del censo se pueden responder en unos 10 minutos.

**[Back translation]**

Yes, I do understand you are busy. I could come back later at a time that may be more convenient for you. But actually I won't take up a lot of your time. The Census questions can be answered in about 10 minutes.

**[Notes on adaptation: ]**

1. To simplify language and increase consistency, questionnaire and survey were translated whenever possible as the census questions.

**RESPONDENT**

Alright. Let's get started then.

**[Spanish version]**

Bueno, entonces empecemos.

**[Back translation]**

OK, let's get started then.

**RESPONDENT**

Let's go inside so it's more comfortable. [Open the door wide and make an appropriate gesture (i.e., wave hands) to let the interviewer get in] Come on in please.

**[Spanish version]**

Vamos adentro de la casa para estar más cómodas.  
[Open the door wide and make an appropriate gesture (i.e., wave hands) to let the interviewer get in] Pase, por favor.

**[Back translation]**

Let's go inside the house to be more comfortable.  
[Open the door wide and make an appropriate gesture (i.e., wave hands) to let the interviewer get in] Come on in please.

**TARGET LANGUAGE SPEAKING IWR**

Thank you.

**[Spanish version]**

Gracias.

**[Back translation]**

Thank you.

**RESPONDENT**

[Offers food/drink]

I will bring you some [fill in].

**[Spanish version]**

¿Le puedo ofrecer un vaso de agua?

**[Back translation]**

May I get you a glass of water?

**[Notes on adaptation: ]**

1. It's culturally appropriate to offer something rather than to say you will bring it.

#### **TARGET LANGUAGE SPEAKING IWR**

[Accepts offer of food/drink]

Thank you.

**[Spanish version]**

Muchas gracias.

**[Back translation]**

Thank you.

***A2-3. Spanish: Fear/Mistrust of Government Video Script***

## **Video Script 3. Messages to Overcome Fear/Mistrust of Government**

**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

### **TARGET LANGUAGE SPEAKING IWR**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck or clipped to the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.]

### **RESPONDENT**

[Opens the door and looks at the IWR suspiciously through the half open door]

### **TARGET LANGUAGE SPEAKING IWR**

Hello/good morning/good afternoon/good evening.

Sorry to bother you.

My name is XXX, and I work for the U.S. Census Bureau.  
Here is my ID.

### **[Spanish version]**

Buenos días/Buenas tardes/Buenas noches.

Disculpe que lo/la moleste.

Me llamo XXX y trabajo para la Oficina del Censo de los  
Estados Unidos. Aquí está mi identificación.

### **[Back translation]**

Good morning/Good afternoon/Good evening.

Excuse me for disturbing you.

My name is XXX, and I work for the U.S. Census Bureau.  
Here is my ID.

### **[Notes on adaptation: ]**

1. Did not translate Hello, to avoid overly informal introduction.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

### **RESPONDENT**

The respondent looks afraid when they see the badge, opens his/her eyes more, pulls his/her forehead up, and steps slightly back from the door.]

### **TARGET LANGUAGE SPEAKING IWR**

The U.S. Census Bureau is conducting a nationwide Census right now and I am here to complete the questionnaire for [ADDRESS].

#### **[Spanish version]**

La Oficina del Censo de los Estados Unidos está llevando a cabo el Censo de Población en todo el país, y estoy aquí para completar las preguntas del censo para [ADDRESS].

#### **[Back translation]**

The U.S. Census Bureau is conducting a the Population Census across the country and I am here to complete the census questions for [ADDRESS].

### **[Notes on adaptation: ]**

1. To simplify language and increase consistency, questionnaire and survey were translated whenever possible as the census questions.

### **RESPONDENT**

[Appears surprised and uncomfortable]

Why does the Census Bureau need to talk to me?

#### **[Spanish version]**

¿Por qué necesita hablar conmigo la Oficina del Censo?

#### **[Back translation]**

Why does the Census Bureau need to talk to me?

### **TARGET LANGUAGE SPEAKING IWR**



I did not come to this address because of you personally ma'am/sir. Every ten years the United States government conducts a Census, which is a questionnaire to count **everyone** who is living in the United States. It is very important.

**[Spanish version]**

Necesitamos hablar con alguien en esta dirección, no con usted en particular. Cada diez años el gobierno de los Estados Unidos lleva a cabo un censo, lo cual es una encuesta para contar a **todas las personas** que están viviendo en los Estados Unidos. Es muy importante.

**[Back translation]**

We need to speak with someone at this address, not with you in particular. Every ten years the United States government conducts a Census, which is a survey to count **all the persons** who are living in the United States. It is very important.

**[Notes on adaptation: ]**

1. 'Survey' was maintained in translation as 'encuesta' because of the need to provide a non circular definition for 'census.'
2. Changed structure of first sentence to soften the response to the R question.

**RESPONDENT**

[At this point the respondent looks concerned, closes his/her eyes a little and tilts his/her head.]

Oh, counting people...?

[Appears nervous]

We don't have too many people living here. Why do they count people?

**[Spanish version]**

Oh... ¿cuentan cuántas personas hay?

[Appears nervous]

Aquí no viven demasiadas personas. ¿Para qué cuentan a la gente?

**[Back translation]**

Oh, they count how many people there are?

[Appears nervous]

Not too many people live here. Why do they count people?

**TARGET LANGUAGE SPEAKING IWR**

This is because the U.S. government uses the information to make plans and policy decisions about the programs and services for each community. So it is very important to have an accurate count of people in the Census.

**[Spanish version]**

El gobierno de los Estados Unidos usa esa información para hacer planes y tomar decisiones sobre los programas y servicios para cada comunidad. Por eso es muy importante contar a las personas con exactitud en el censo.

**[Back translation]**

The U.S. government uses the information to make plans and make decisions about the programs and services for each community. For this reason it is very important to count people with precision in the Census.

**RESPONDENT**

[At this point distrust begins to kick in. The respondent demonstrates a more assertive attitude.]

Government? I don't want the government to know my personal information.

**[Spanish version]**

¿El gobierno? Yo no quiero que el gobierno tenga mi información personal.

**[Back translation]**

The government? I don't want the government to have my personal information.

### **TARGET LANGUAGE SPEAKING IWR**

[Assuring]

The Census questions are very simple. We just need to know how many people live in the household and some basic information about them, such as their sex, age, etc. We don't need to know about anyone's immigration status or social security numbers. All the data are grouped together, and presented in statistical format. This means that the answers that you provide will be kept confidential and your personal information will not be disclosed.

#### **[Spanish version]**

Las preguntas del censo son muy fáciles. Solo necesitamos saber cuántas personas viven en el hogar y algunos datos básicos sobre cada una de ellas, como el sexo, la edad, etc. No necesitamos saber la situación migratoria de nadie, ni los números de seguro social. Todos los datos se van a agrupar y se van a presentar en forma de estadísticas. Esto quiere decir que las respuestas que usted nos dé son confidenciales y su información personal no se va a dar a conocer.

#### **[Back translation]**

The Census questions are very easy. We just need to know how many people live in the household and some basic information about each of them, such as their sex, age, etc. We don't need to know about anyone's immigration situation or social security numbers. All the data will be grouped together, and presented in the form of statistics. This means that the answers that you give us are confidential and your personal information will not be disclosed.

### **RESPONDENT**

That's what you say but then things happen, right? I

don't want to take any risks.

**[Spanish version]**

Sí, ahora dicen eso... pero después ¿quién sabe? ¿no?  
Yo no quiero correr ningún riesgo.

**[Back translation]**

**Yes**, that's what you say now... but later, who knows,  
right? I don't want to run any risks.

**[Notes on adaptation: ]**

1. Replaced 'things happen' with a more idiomatic phrase for this situation: who knows?

**TARGET LANGUAGE SPEAKING IWR**

Let me assure you that the U.S. Census Bureau honors  
privacy and protects confidentiality.

All the Census Bureau employees have taken an oath to  
keep your questionnaire answers confidential. If I  
disclose any private information, I will go to jail or pay a  
fine, or both!

**[Spanish version]**

Quiero asegurarle que la Oficina del Censo de los  
Estados Unidos respeta la privacidad y protege la  
confidencialidad de los participantes.

Todos los empleados de la Oficina del Censo hemos  
jurado mantener las respuestas de los participantes  
confidenciales. Si yo comparto alguna información  
privada, me van a mandar a la cárcel o multar, o ambas  
cosas.

**[Back translation]**

I want to assure you that the U.S. Census Bureau  
respects respondents' privacy and protects their  
confidentiality.

All of us, Census Bureau employees, have sworn to keep  
respondents' answers confidential. If I share any private  
information, I will be sent to jail or will be fined, or

both.

#### **RESPONDENT**

I don't think the government really cares about [Specific Ethnicity] people. I've lived in this neighborhood for many years, and nothing changed: classrooms are overcrowded, and traffic is not good.

#### **[Spanish version]**

Yo no creo que al gobierno realmente le interesen los hispanos. Yo vivo en este vecindario desde hace muchos años y nunca cambia nada: los salones de clase tienen demasiados niños y hay mucho tráfico.

#### **[Back translation]**

I don't think the government is really interested in Hispanics. I've lived in this neighborhood for many years, and nothing ever changes: classrooms have too many children, and there's a lot of traffic.

#### **TARGET LANGUAGE SPEAKING IWR**

That is exactly why everyone needs to be counted, so the government can distribute funds to areas in most need. Participating in the Census helps you and the [Specific Ethnicity] community! If [Specific Ethnicity] don't participate in the Census, the government will not have the information needed to allocate funds for programs and services that you and other [Specific Ethnicity] people may need. For example, federal funding can help build or improve community centers, schools, hospitals, roads, and services for children and the elderly.

Everyone, including you and me, are **required by law** to participate in the Census. Here is more information about this.

#### **[Spanish version]**

Precisamente por eso es que hay que contar a todos, para que el gobierno pueda distribuir fondos a las áreas con mayores necesidades. ¡Su participación en el censo le ayuda a usted y a la comunidad hispana/latina! Si los hispanos no participan en el censo, el gobierno no tendrá la información que necesita para distribuir los fondos para programas y servicios que usted y otros hispanos tal vez necesiten. Por ejemplo, con los fondos federales se pueden construir o mejorar los centros comunitarios, las escuelas, los hospitales, los caminos, y los servicios para niños y ancianos.

Todas las personas, incluidos usted y yo, estamos **obligadas por ley** a participar en el censo. Aquí tiene más información sobre esto.

**[Back translation]**

Precisely for that reason everyone needs to be counted, so the government can distribute funds to areas with the most need. Your participation in the Census helps you and helps the Hispanic/Latino community! If Hispanics don't participate in the Census, the government will not have the information it needs to distribute the funds for programs and services that you and other Hispanics may need. For example, with federal funding community centers, schools, hospitals, roads, and services for children and the elderly can be built or improved.

All persons, you and me included, are **required by law** to participate in the Census. Here you have more information about this.

[Hands R the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds].

**RESPONDENT**

[Has a concerned look]

Hm...what, it is required by law?

**[Spanish version]**

¿Cómo dice? ¿ Estamos obligados por ley?

**[Back translation]**

What are you saying? We are required by law?

**TARGET LANGUAGE SPEAKING IWR**

[Assuring] Yes, it is. The law also protects your privacy and keeps your answers confidential. The Census questionnaire is easy, important, and safe. The questions take approximately 10 minutes to complete.

**[Spanish version]**

[Assuring] Así es. La ley también protege su privacidad y la confidencialidad de sus respuestas. El censo es fácil, es importante, y es seguro. Las preguntas se completan en unos 10 minutos.

**[Back translation]**

[Assuring] That is so. The law also protects your privacy and the confidentiality of your answers. The Census is easy, important, and safe. The questions take about 10 minutes to complete.

**[Notes on adaptation: ]**

1. Again, questionnaire was translated as census.

**RESPONDENT**

[Pauses and hesitates for a few seconds]

Well, there are many [Specific Ethnicity] here so maybe we should do it.

**[Spanish version]**

Bueno, por aquí hay muchos hispanos, así que tal vez deberíamos hacerlo.

**[Back translation]**

Well, around here there are many Hispanics, so maybe we should do it.

**TARGET LANGUAGE SPEAKING IWR**

Good, thank you. May I please ask, do you live here at [ADDRESS]?

**[Spanish version]**

Muy bien, gracias. ¿Me podría decir si usted vive aquí en [ADDRESS]?

**[Back translation]**

Great, thank you. Can you please tell me if you live here at [ADDRESS]?



#### ***A2-4. Spanish: Low Engagement Video Script***

## Video Script 4. Messages to Overcome Low Engagement

**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

### **TARGET LANGUAGE SPEAKING IWR**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck, or clipped to the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.]

[No response from the household after 10 seconds, then IWR knocks on the door again]

### **RESPONDENT**

[Behind the door]

Who is there?

#### **[Spanish version]**

¿Quién es?

#### **[Back translation]**

Who is it?

### **TARGET LANGUAGE SPEAKING IWR**

[In a clear voice]

I'm from the US Census Bureau.

My name is XXX.

#### **[Spanish version]**

Soy de la Oficina del Censo de los Estados Unidos

Me llamo XXX.

#### **[Back translation]**

I'm from the US Census Bureau.

My name is XXX.

### **RESPONDENT**

[Opens the door]

Yes?

**[Spanish version]**

¿Sí? ¿Qué desea?

**[Back translation]**

Yes? What do you want?

**[Notes on adaptation: ]**

1. Language experts added phrase that Spanish speakers would use in this situation.

**TARGET LANGUAGE SPEAKING IWR**

Hello/good morning/good afternoon/good evening.

Sorry to bother you.

My name is XXX and I work for the U.S. Census Bureau.

Here is my ID.

**[Spanish version]**

Buenos días/Buenas tardes/Buenas noches.

Disculpe que lo/la moleste.

Me llamo XXX y trabajo para la Oficina del Censo de los Estados Unidos. Aquí está mi identificación.

**[Back translation]**

Good morning/Good afternoon/Good evening.

Excuse me for bothering you.

My name is XXX and I work for the U.S. Census Bureau.

Here is my ID.

**[Notes on adaptation: ]**

1. Did not translate Hello to avoid excessive informality at first contact.

[Shows Census ID for 5 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

The U.S. Census Bureau is conducting a nationwide Census right now and I am here to complete a Census questionnaire for [ADDRESS]. Every ten years the United States government conducts a Census, which is a questionnaire

to count **everyone** who is living in the United States.

May I please ask, do you live here at [ADDRESS]?

**[Spanish version]**

La Oficina del Censo de los Estados Unidos está llevando a cabo el Censo de Población en todo el país, y estoy aquí para completar el censo para [ADDRESS]. Cada diez años el gobierno de los Estados Unidos hace un censo.

Un censo es una encuesta para contar a **todas las personas** que están viviendo en los Estados Unidos. ¿Me podría decir si usted vive aquí en [ADDRESS]?

**[Back translation]**

The U.S. Census Bureau is conducting the Population Census across the country, and I am here to complete the Census for [ADDRESS]. Every ten years the United States government conducts a Census. A census is a survey to count **all the persons** who are living in the United States. Could you tell me if you live here at [ADDRESS]?

**RESPONDENT**

Yes, I live here. But I don't have time for any questionnaire. I just got home from work.

**[Spanish version]**

Sí, yo vivo aquí. Pero no tengo tiempo para ningún censo. Recién regreso del trabajo.

**[Back translation]**

Yes, I live here. But I don't have time for any census. I just got back from work.

**[Notes on adaptation: ]**

1. To simplify language and increase consistency, questionnaire and survey were translated whenever possible as census or census questions.

**TARGET LANGUAGE SPEAKING IWR**

The Census questionnaire takes only approximately 10 minutes and the questions are easy. Your participation is very important because the results from the Census will be used to help your community to get its fair share of federal funding for many programs and services.

**[Spanish version]**

El censo se completa en solo unos 10 minutos y las preguntas son fáciles. Su participación es muy importante porque los resultados del censo se van a usar para ayudar a su comunidad a recibir los fondos federales que le corresponden para muchos programas y servicios.

**[Back translation]**

The Census is completed in only about 10 minutes and the questions are easy. Your participation is very important because the results from the Census will be used to help your community to get the federal funds it is due for many programs and services.

**[Notes on adaptation: ]**

1. To simplify language and increase consistency, questionnaire and survey were translated whenever possible as the census questions.

**RESPONDENT**

Well, it may be good for my community, but it does not sound like I would benefit much out of this. I don't see why I need to complete the questionnaire.

**[Spanish version]**

Bueno, tal vez sea bueno para mi comunidad, pero no me parece que me va a beneficiar mucho a mí. No sé por qué tengo que completar el censo.

**[Back translation]**

Well, it may be good for my community, but I do not think it will benefit me much. I don't know why I need to complete the census.

**[Notes on adaptation: ]**

1. To simplify language and increase consistency, questionnaire and survey were translated whenever possible as the census questions.

### **TARGET LANGUAGE SPEAKING IWR**

The government needs data from the Census to plan and provide services and benefits that you and your neighbors may need. For example, federal funding can help build or improve community centers, schools, hospitals, roads, and services for children and the elderly.

#### **[Spanish version]**

El gobierno necesita los datos del censo para planear y proporcionarle a usted y a sus vecinos los servicios y beneficios que puedan necesitar. Por ejemplo, con los fondos federales se pueden construir o mejorar los centros comunitarios, las escuelas, los hospitales, los caminos, y los servicios para niños y ancianos.

#### **[Back translation]**

The government needs the Census data to plan and provide you and your neighbors the services and benefits you may need. For example, with federal funds community centers, schools, hospitals, roads, and services for children and the elderly can be built or improved.

[Speaks confidently]

So it is very important that everyone participates in the census! Your participation will help yourself, your neighbors, and the [Specific Ethnicity] community!

#### **[Spanish version]**

¡Por eso es muy importante que todos participen en el censo! Al participar, usted se ayuda a sí mismo(a), a sus vecinos, y a la comunidad hispana.

#### **[Back translation]**

For this reason it is very important that everyone participates in the census! By participating you help

yourself, your neighbors, and the Hispanic community!

#### **RESPONDENT**

But I am not a U.S. citizen, so I don't think I should do it.

#### **[Spanish version]**

Pero yo no soy ciudadano(a) de los Estados Unidos, así que no creo que debería hacerlo.

#### **[Back translation]**

But I am not a U.S. citizen, so I don't think I should do it.

#### **TARGET LANGUAGE SPEAKING IWR**

[States it clearly and slowly while making eye contact with R]

The Census needs to count all persons who live in the United States, regardless of their citizenship or their immigration status. Even though you are not a U.S. citizen, because you live in the United States, you are required by the U.S. law to participate in it. And the law also protects your privacy and keeps your answers confidential. Here is more information about this.

#### **[Spanish version]**

En el censo se deben contar todas las personas que viven en los Estados Unidos, no importa cuál sea su ciudadanía ni su situación migratoria. Aunque usted no sea ciudadano(a), como usted vive en los Estados Unidos debe participar en el censo y así lo requiere la ley. Y la ley también protege su privacidad y la confidencialidad de sus respuestas. Aquí tiene más información.

#### **[Back translation]**

The Census needs to count all persons who live in the United States, regardless of their citizenship or their immigration situation. Even though you are not a U.S. citizen, because you live in the United States, you must participate in the census as the law requires. And the

law also protects your privacy and the confidentiality of your answers. Here you have more information.

[Hand R the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds.]

### **RESPONDENT**

[Glances at the card]

I didn't realize the Census is required by law...

**[Spanish version]**

Oh, no sabía que el censo es obligatorio por ley...

**[Back translation]**

Oh, I did not know that the census is required by law...

[Seems to become engaged but provides another soft refusal]

But I have more important things to do; I don't have time for this!

**[Spanish version]**

Pero igual tengo cosas importantes que hacer; ¡no tengo tiempo para esto!

**[Back translation]**

But I still have important things to do; I don't have time for this!

### **TARGET LANGUAGE SPEAKING IWR**

I understand you are busy. I won't take up a lot of your time. I don't have to go inside your house, we can complete the questionnaire right here. The questions take only approximately 10 minutes to complete. Your participation will help me do my job, could you please



help me?

**[Spanish version]**

Yo entiendo que está ocupado(a). No necesito que me dé mucho tiempo. No tengo que entrar a su casa, podemos completar el censo aquí mismo. Las preguntas se completan en unos 10 minutos. ¿Qué le parece si empezamos?

**[Back translation]**

I understand you are busy. I don't need too much of your time. I don't have to go inside your house, we can complete the census right here. The questions can be completed in about 10 minutes. How about we get started?

**[Notes on adaptation: ]**

1. To simplify language and increase consistency, questionnaire and survey were translated whenever possible as census or census questions.

**RESPONDENT**

[Frowns to show slight grudgingness, but willing]

Alright.

**[Spanish version]**

Está bien.

**[Back translation]**

OK.

## **Appendix A3: Adapted Russian Video Scripts**

### ***A3-1. Russian: Language Barrier Video Script***

## Messages to Reduce Language Barrier

### **BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

#### **CENSUS IWR**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck or clipped on the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.]

#### **RESPONDENT**

[Opens the door and looks at the IWR suspiciously through the half open door]

#### **CENSUS IWR**

Hello/good morning/good afternoon/good evening.

Sorry to bother you.

My name is XXX and I work for the U.S. Census Bureau. Here is my ID.

[Shows Census ID for 5 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

The Census Bureau is conducting a nationwide Census...

#### **RESPONDENT**

[Interrupts and uses non-verbal behavior to show “not interested, please go away”. For example, in some cultures people would wave their hand vigorously.]

No English!

#### **CENSUS IWR**

That’s ok. Let me show you something.

[Locates the Language ID Flashcard from the printed materials on hand.]

Please look at this card.

[Points to IWR’s eyes first and points to the card.]

and point to me your language.

**RESPONDENT**

[Gets out of house and stands in front of the closed door]

**CENSUS IWR**

[Hands the Language ID Flashcard to R and stands right next to R. Both IWR and R faces the camera.]

[R slowly scans the right column of the first page from top to bottom with index finger or hand]

Let's take a look at this together. What is your language?

*IF LANGUAGE IS NOT ON THE PAGE, REPEAT THE FOLLOWING SCENES:*

**RESPONDENT**

[Looks at what IWR and shakes head left and right]

No.

**CENSUS IWR**

[Turns to the next page while the card is still in R's hand.]

Okay. Let's look at the next page.

**RESPONDENT**

[Culturally appropriate non-verbal behavior to indicate affirmation, such as nodding]

[Points to the language]

Yes.

[Says in the target language the name of the language as shown on the card]

Russian

**CENSUS IWR**

Thank you!

[Points to the language on the card, which is shown in both English and Target Language]

Russian is your language, right?

**RESPONDENT**

[Culturally appropriate non-verbal behavior to indicate positivity, such as smiling]

Yes!

**CENSUS IWR**

Okay. Thank you again. Look at this please.

[Points to the box next to the language]

**RESPONDENT**

[Shakes head left and right]

No.

**CENSUS IWR**

No one here speaks English? Could you give me your phone number?

[Gesture for phone and point to smartphone]

**RESPONDENT**

[Hesitates for 2 seconds. Looks at the IWR and her ID, appearing undecided.]

**CENSUS IWR**

[Culturally appropriate non-verbal behavior to indicate assurance, such as smiling, nodding affirmatively, etc.]

Please.

**RESPONDENT**

Okay.

**CENSUS IWR**

[IWR launches Language Phone instrument by swiping with finger and tapping on the screen. The video does not show the screen. IWR then holds the device to the respondent to type in the phone number.]

**RESPONDENT**

[R types in her number]

**CENSUS IWR**

Thank you. Another Census interviewer who speaks <TARGET LANGUAGE> will contact you. Thank you again!

[Waves good-bye]

Good Bye!

***A3-2. Russian: Unaware Video Script***



**Video Script 2. Messages to Inform and Persuade  
Unacquainted/Insulated/Headnodder Households (Unaware)**

**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

**TARGET LANGUAGE SPEAKING IWR**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck, or clipped to the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.]

**RESPONDENT**

[Opens the door]

Yes?

**[Russian version]**

Да?

**[Back translation]**

Yes?

**TARGET LANGUAGE SPEAKING IWR**

Hello/good morning/good afternoon/good evening.

Sorry to bother you.

My name is XXX and I work for the U.S. Census Bureau. Here is my ID.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

The U.S. Census Bureau is conducting a nationwide Census right now and I am here to complete a Census questionnaire for [ADDRESS].

May I please ask, do you live here at [ADDRESS]?

**[Russian version]**

Здравствуйте/Доброе утро/Добрый день/Добрый вечер.

Простите за беспокойство.

Меня зовут XXX, я работаю в Бюро переписи населения США.  
Пожалуйста, вот мое удостоверение.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

В настоящее время Бюро переписи населения США проводит  
общенациональную перепись, и я пришла сюда, чтобы заполнить переписной  
лист по адресу [ADDRESS].

Позвольте спросить, Вы проживаете по этому адресу  
[ADDRESS]?

**[Back translation]**

Hello/Good morning/good afternoon/good evening.

Sorry to disturb you. My name is XXX, I work at US Census Bureau.  
Please, here's my ID.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

At this time the US Census Bureau is conducting the national  
census and I've come here to fill in the census form at the  
address [ADDRESS].

May I ask, do you live at this address [ADDRESS]?)

**[Notes on adaptation: ]**

1. Add polite 'Please' as ID is shown.
2. Use "census form" instead of "questionnaire." It's a common term in Russian.

**RESPONDENT**

What is this about?

**[Russian version]**

А в чем дело?

**[Back translation]**

What's the matter?

**TARGET LANGUAGE SPEAKING IWR**

[In a reassuring tone]

Every ten years the United States government conducts a Census, which is a questionnaire to count **everyone** who is living in the United States.

The Census is very important. The results from the Census will be used to help each community to get its fair share of federal funding for many programs and public services.

**[Russian version]**

[In a reassuring tone]

Дело в том, что каждые 10 лет правительство США проводит перепись населения в виде анкетирования с целью подсчитать **всех** жителей страны.

Перепись населения – это очень важное мероприятие. Ее результаты помогут каждому району получить справедливое распределение средств из федерального бюджета на различные программы, службы и услуги.

**[Back translation]**

[In a reassuring tone]

The thing is that every 10 years the US government conducts a population census in the form of a questionnaire with the goal to count **all** inhabitants of the USA.

Census is a very important activity. Its results will help each community to get fair distribution of funds from the federal budget for various programs and services.

**[Notes on adaptation:]**

1. Introduce explanation with "the thing is that..." Common transition when giving an explanation.
2. "What's the matter?" is a Russian expression used to mean What is this about?
3. Refer to the census as "population census." Normal way to express it in Russian.

**RESPONDENT**

Why do they count people? I don't understand why it is that important.

**[Russian version]**

А зачем им пересчитывать людей? Я не понимаю, почему им это так важно.

**[Back translation]**

And why do they need to count people? I don't understand why it's so important.

**TARGET LANGUAGE SPEAKING IWR**

[Speaks confidently. Keeps eye contact]

It is important because the U.S. government uses the information to make plans and policy decisions about the programs and services for each community. So it is very important to have an accurate count of people in the Census. For example, federal funding can help improve services to the elderly if the Census counts shows there are many elderly in this area. Federal funding can also help build or improve community centers, schools, hospitals, roads, and services for children and the elderly.

So it is very important that everyone participates in the census! Your participation will help yourself, your neighbors, and the [Specific Ethnicity] community!

**[Russian version]**

[Speaks confidently. Keeps eye contact]

Видите ли, точно подсчитать всех жителей во время переписи населения очень важно потому, что правительство США использует эту информацию, когда оно планирует и принимает решения по развитию различных программ и услуг в каждом районе. Например, если в результате переписи выявится большое количество пожилых людей в Вашем районе, то за счет федеральных средств можно улучшить их обслуживание. Федеральное финансирование также может быть использовано на строительство или модернизацию местных общественных центров, школ, больниц, дорог и улучшение услуг для детей и пожилых людей.

Так что, как Вы сами видите, очень важно, чтобы каждый человек принял участие в переписи населения. И Ваше участие тоже очень важно. Вы сделаете доброе дело себе, Вашим соседям и другие русскоговорящие жители своего района. Сейчас все жители страны принимают участие в переписи населения.

**[Back translation]**

[Speaks confidently. Keeps eye contact]

You see, to accurately count all inhabitants during the Census is very important because the US government uses this information when it plans and makes decisions on the development of various programs and services in each community. For example, if the Census results reveal many elderly in your community, then the federal funds may be used to improve services for them. The federal funding also may be used to build or modernize local community centers, schools, hospitals, roads, and improvement of services for children and the elderly.

(So as you see for yourself, it is very important that everyone participates in the census! Your participation is very important as well. You'll do good for yourself, your neighbors, and other Russian speakers in your community! Right now all inhabitants of the country are participating in the Census.)

**[Notes on adaptation:]**

1. Add motivating phrase "So everyone in the country is currently participating." For Russian speakers, it is important to know everyone is doing their part.

**RESPONDENT**

Okay. So, what do I need to do?

**[Russian version]**

Окей. Так что я должна сделать?

**[Back translation]**

OK, so what do I have to do?

**TARGET LANGUAGE SPEAKING IWR**

I will ask you questions from the Census questionnaire, and please give me the answers to those questions. May I please ask, do you live here at [ADDRESS]?

**[Russian version]**

Я прочитаю Вам вопросы переписного листа, а Вы, пожалуйста, ответьте на них. Вы проживаете по этому адресу [ADDRESS]?

**[Back translation]**

I'll read you the survey questions and you, please, answer them.

Do you live at this address [ADDRESS]?

**[Notes on adaptation:]**

1. Use "census form" instead of "questionnaire".
2. Add politeness to question about address.

**RESPONDENT**

Yes. But I don't speak English very well and I am not sure I can complete the questionnaire well.

**[Russian version]**

Да, но я не очень хорошо говорю по-английски и не уверена, что смогу правильно заполнить эту анкету.

**[Back translation]**

Yes, but I don't speak English very well and I'm not sure if I'll be able to fill in this questionnaire correctly.

**TARGET LANGUAGE SPEAKING IWR**

The Census questionnaire is in Russian and I will help you. The Census questions are easy. We just need to know how many people live in the household and some basic information about them, such as their sex, age, etc.

**[Russian Version]**

Не беспокойтесь, этот переписной лист – на русском языке, и я Вам помогу. Вопросы здесь несложные. Нам только нужно знать, сколько человек проживает в домохозяйстве и некоторую информацию о них, такую, например, как пол человека, возраст и т.д.

**[Back translation]**

Don't worry, this questionnaire is in Russian, and I'll help you. The questions are not difficult. We just need to know how many people live in your household and some information about the inhabitants such as their sex, age, etc)

**[Notes on adaptation:]**

1. Add a reassuring phrase in the beginning to show empathy and understanding.

#### **RESPONDENT**

That is still our private information!

#### **[Russian version]**

Так ведь это же частная информация!

#### **[Back translation]**

But this is private information!

#### **TARGET LANGUAGE SPEAKING IWR**

All the data are grouped together, and presented in statistical format so others cannot tell what you said. This means that the answers that you provide will be kept confidential and your personal information will not be disclosed.

#### **[Russian version]**

Пожалуйста, не волнуйтесь, Ваша частная информация разглашаться не будет. Все данные будут собраны в единую систему и обработаны для статистики. То, что будет публиковаться или будет доступно другим людям, будет обезличено и иметь форму статистического отчета, поэтому никто не сможет узнать, какие ответы Вы давали. Вы можете быть уверены в том, что Ваши ответы будут конфиденциальны и что Ваша личная информация не будет разглашена.

#### **[Back translation]**

Please don't worry. Your private information will not be disclosed. All data will be grouped together in one system and processed for statistics. What will be published or disclosed will be anonymized and be produced as a statistical report, so no one will be able to know what answers you provided. You may be assured that your responses will be confidential and that your private information will not be disclosed.

#### **[Notes on adaptation]**

1. Term for anonymizing in Russian is a derivation of the word 'person'; it literally translates as 'de-personalizing'. It is not high register.
2. Russian speakers are more used to references to statistics than the average U.S. English speaker.
3. The contents of the paragraph were reorganized to follow most logical presentation of material in Russian. The assurance of confidentiality is mentioned at the start of the paragraph, then supporting details are provided, then the assurance is repeated for emphasis.

### RESPONDENT

Can you talk to my neighbors instead? I think they would be willing to answer your questions.

#### [Russian version]

Может быть, Вы лучше с моими соседями поговорите? Они скорее ответят на Ваши вопросы.

#### [Back translation]

Maybe you better talk to my neighbors? They'd be more willing to answer your questions.

### TARGET LANGUAGE SPEAKING IWR

Everyone, including you and me, are **required by law** to participate in the Census. Your neighbors will have to answer about their household, too. And the law also protects your privacy and keeps your answers confidential. Here is more information about this.

[Hands R the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds].

#### [Russian version]

Пожалуйста, поймите, что в переписи населения обязаны принимать участие все, включая меня и Вас. Этого **требует закон США**. Так что и Вашим соседям тоже придется отвечать на вопросы об их домохозяйстве. Я хочу обратить Ваше внимание на то, что закон гарантирует приватность Вашей личной информации и конфиденциальность Ваших ответов. Вот здесь Вы прочтете об этом более подробно.

[Hands R the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds].



**[Back translation]**

Please understand that everyone, including me and you, must participate in the Census. The US Law requires it. So your neighbors will have to also respond about their households. I'd like to point out that the Law guarantees the privacy of your personal information and confidentiality of your responses. Here you'll read about it in more detail.

[Hands R the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds].

**[Notes on adaptation]**

1. Phrased in a more colloquial formulation in terms of transitions and connection between sentences.

**RESPONDENT**

[Glances at the card but does not read carefully]

Wow, okay, I guess I have to do this. But how long does it take? I am not sure I have the time today.

**[Russian version]**

Нда... Похоже, и в самом деле нужно отвечать. Окей, сколько времени это займет? Я сегодня очень занята.

**[Back translation]**

Well.. Looks like I do have to respond. OK, how much time will it take? I'm very busy today.

**TARGET LANGUAGE SPEAKING IWR**

I understand you are busy. I can come back later when it is more convenient for you. I won't take up a lot of your time though. The Census questionnaire takes approximately 10 minutes to complete.

**[Russian Version]**

Да, я понимаю... Но на самом деле это займет совсем

немного времени, всего около 10 минут. Пожалуйста, давайте заполним анкету.

**[Back translation]**

Yes, I understand. But really, it won't take much time at all, just about 10 minutes. Please, let's complete this questionnaire.

**[Notes on adaptation]**

1. Language experts felt that this population, if offered the chance to postpone interview, will never do it. They will tell the interviewer to come back later and will not be available. Thus, the sentence " I can come back later when it is more convenient for you." was not included.

**RESPONDENT**

Alright. Let's get started then.

Let's go inside so it's more comfortable. [Open the door wide and make an appropriate gesture (i.e., wave hands) to let the interviewer get in] Come on in please.

**[Russian version]**

Ну хорошо, давайте.

Пройдите, пожалуйста, в дом, так будет удобнее. [Open the door wide and make an appropriate gesture (i.e., wave hands) to let the interviewer get in] Заходите, пожалуйста.

**[Back translation]**

Ok then, let's do it.

Please, come in the house. It'll be more convenient. [Open the door wide and make an appropriate gesture (i.e., wave hands) to let the interviewer get in.] Please, come in.

**TARGET LANGUAGE SPEAKING IWR**

Thank you.

**[Russian version]**

Спасибо.

**[Back translation]**

Thank you.

[Steps into the house.]

**RESPONDENT**

[Offers food/drink]

I will bring you some tea.

**[Russian version]**

Чайку?

**[Back translation]**

Some tea?

**[Notes on adaptation]**

1. The appropriate thing to offer is tea.
2. Appropriate to offer tea rather than to say you will bring some without asking.

**TARGET LANGUAGE SPEAKING IWR**

[Accepts offer of food/drink]

Thank you.

**[Russian version]**

С удовольствием, спасибо!

**[Back translation]**

With pleasure, thanks.

***A3-3. Russian: Fear/Mistrust of Government Video Script***

## Messages to Overcome Fear of Government

### BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.

#### TARGET LANGUAGE SPEAKING IWR

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck or clipped to the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.]

#### RESPONDENT

[Opens the door and looks at the IWR suspiciously through the half open door]

#### TARGET LANGUAGE SPEAKING IWR

Hello/good morning/good afternoon/good evening.  
Sorry to bother you.  
My name is XXX, and I work for the U.S. Census Bureau.  
Here is my ID.

#### [Russian version]

Здравствуйте/Доброе утро/Добрый день/Добрый вечер.  
Простите за беспокойство.  
Меня зовут XXX, я работаю в Бюро переписи населения США.  
Пожалуйста, вот мое удостоверение.

#### [Back translation]

(Hello/Good morning/good afternoon/good evening.  
Sorry for inconvenience. My name is XXX, I work at US Census Bureau.  
Please, here's my ID)

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

#### [Notes on adaptation: ]

1. Add polite 'Please' as ID is shown.

#### RESPONDENT

The respondent looks afraid when they see the badge, opens his/her eyes more, pulls his/her forehead up, and steps slightly back from the door.]

### **TARGET LANGUAGE SPEAKING IWR**

The U.S. Census Bureau is conducting a nationwide Census right now and I am here to complete the questionnaire for [ADDRESS].

#### **[Russian version]**

В настоящее время Бюро переписи населения Соединённых Штатов проводит общенациональную перепись населения, и я пришла сюда, чтобы заполнить переписной лист по адресу [ADDRESS].

#### **[Back translation]**

(At this time U.S. Census Bureau is conducting the national census and I've come here to fill in the census form at the address [ADDRESS]).

#### **[Notes on adaptation: ]**

1. Use "census form" instead of "questionnaire." It's a common term in Russian.

### **RESPONDENT**

[Appears surprised and uncomfortable]

Why does the Census Bureau need to talk to me?

#### **[Russian version]**

А почему Бюро переписи населения интересуется именно мною?

#### **[Back translation]**

(And why is Census Bureau interested in me?)

### **TARGET LANGUAGE SPEAKING IWR**

I did not come to this address because of you personally, ma'am/sir. Every ten years the United States government conducts a Census, which is a questionnaire to count **everyone** who is living in the United States. It is very important.

**[Russian version]**

Дело в том, что Бюро переписи населения важно получить информацию о каждом домохозяйстве и о всех тех, кто там проживает. Поэтому можно сказать, что я пришла просто по этому адресу, а не к Вам лично. Каждые 10 лет правительство США проводит перепись населения в виде анкетирования с целью подсчитать всех жителей страны. Поверьте, это очень важно. Сейчас все жители страны принимают участие в переписи населения.

**[Back translation]**

(The thing is that it's important that Census Bureau obtains information about every household and its members, so in essence I've come here regarding this address and not you personally. Every 10 years the US government conducts Census in the form of a questionnaire with the goal to count all inhabitants of the USA. Believe me, it's very important. Right now all inhabitants of the country are participating in the Census.)

**[Notes on adaptation: ]**

1. The order for presenting ideas within the paragraph was restructured to follow Russian discourse logic.
2. The Russian team recommended the addition of a sentence here:  
Everyone in the country is participating now. (The idea is that in the Russian speaking cultures collective participation is a strong incentive for each person to join in.)

**RESPONDENT**

[At this point the respondent looks concerned, closes his/her eyes a little and tilts his/her head.]

Oh, counting people...?

**[Russian version]**

А!... подсчитывают людей?

**[Back translation]**

(Oh, counting people...?)

[Appears nervous]

We don't have too many people living here. Why do they count people?

**[Russian version]**

Здесь не так много людей проживает. А зачем подсчитывать людей?

**[Back translation]**

(There aren't too many people living here. Why count people?)

**TARGET LANGUAGE SPEAKING IWR**

This is because the U.S. government uses the information to make plans and policy decisions about the programs and services for each community. So it is very important to have an accurate count of people in the Census.

**[Russian version]**

Видите ли, точно подсчитать всех жителей во время переписи населения очень важно потому, что правительство США использует эту информацию, когда оно планирует и принимает решения по развитию различных программ и услуг в каждом районе. Они подсчитывают, сколько людей живут в каждом домохозяйстве для того, чтобы знать количество человек в каждом районе.

**[Back translation]**

(You see, to accurately count all inhabitants during the Census is very important because the US government uses this information when it plans and makes decisions on the development of various programs and services in each area. They count how many people live in each household to know the number of people in each area.)

**[Notes on adaptation: ]**

1. The Russian team recommended adding a sentence here: They count people in the household to know how many people live in each community. They felt in Russian to be responsive to the respondent question, a precise reason why the Census Bureau counts people needed to be provided.
2. The concept of 'community' with all the nuances and potential ambiguities it has in English does not have an equivalent term in Russian. The term was translated as a geographic community, more like a neighborhood or area.



## **RESPONDENT**

[At this point distrust begins to kick in. The respondent demonstrates a more assertive attitude.]

Government? I don't want the government to know my personal information.

### **[Russian version]**

Правительство? Я не хочу, чтобы у правительства была моя личная информация.

### **[Back translation]**

(Government? I don't want the government to have my personal information.)

## **TARGET LANGUAGE SPEAKING IWR**

[Assuring]

The Census questions are very simple. We just need to know how many people live in the household and some basic information about them, such as their sex, age, etc. We don't need to know about anyone's immigration status or social security numbers. All the data are grouped together, and presented in statistical format. This means that the answers that you provide will be kept confidential and your personal information will not be disclosed.

### **[Russian version]**

Вы можете быть уверены в том, что Ваши ответы будут конфиденциальны и что Ваша личная информация не будет разглашена. Все данные будут собраны в единую систему и представлены в форме статистического отчета. Вопросы переписного листа очень простые. Нам только нужно знать, сколько человек проживает в домохозяйстве и некоторую информацию о них, такую, например, как пол человека, возраст и т.д. Мы не спрашиваем об иммиграционном статусе кого-либо из проживающих, и нам не нужен номер карточки Социального Обеспечения (SS number).

### **[Back translation]**

(You may be assured that your responses will be confidential and that your private information will not be disclosed. All data will be grouped together in one system and produced as a statistical report. The Census questions are very simple. We just need to know how many people live in your household and some information about the inhabitants such as their sex, age, etc). We don't ask the inhabitants about the immigration status; neither we require the Social Security number.)

**[Notes on adaptation: ]**

1. The assurance of confidentiality was moved from the bottom to the top of the paragraph to better follow discourse style in Russian. Confidentiality in this case would be addressed first in response to the Respondent's question.

**RESPONDENT**

That's what you say but then things happen, right? I don't want to take any risks.

**[Russian version]**

Это Вы сейчас так говорите, а потом что-нибудь случится... Я не хочу рисковать...

**[Back translation]**

(You say so now but later something may happen... I don't want to run risks...)

**TARGET LANGUAGE SPEAKING IWR**

Let me assure you that the U.S. Census Bureau honors privacy and protects confidentiality.

All the Census Bureau employees have taken an oath to keep your questionnaire answers confidential. If I disclose any private information, I will go to jail or pay a fine, or both!

**[Russian version]**

Я вас уверяю, что Бюро переписи населения соблюдает правила приватности личной информации и конфиденциальность.

Все работники Бюро переписи населения приняли присягу неразглашения информации и обязаны сохранять данные переписных листов конфиденциальными. Если кто-либо из работников Бюро переписи населения, включая меня, разгласит любую личную информацию, то этот человек будет привлечён к ответственности в виде лишения свободы или уплаты штрафа, или того и другого.

**[Back translation]**

(I assure you that Census Bureau follows the rules of privacy of personal information and confidentiality.

All the Census Bureau employees have taken an oath of non disclosure of information and must keep your questionnaire answers confidential. If anyone working for the Census Bureau, including me, discloses any private information, that person will be punished by penalty of jail or paying a fine, or both!)

**[Notes on adaptation: ]**

1. The reference to penalties for disclosing census information was changed to remove focus on interviewer herself. To refer to all persons working for the Census Bureau was deemed more culturally appropriate.

**RESPONDENT**

I don't think the government really cares about [Specific Ethnicity] people. I've lived in this neighborhood for many years, and nothing changed: classrooms are overcrowded, and traffic is not good.

**[Russian version]**

Я не думаю, что правительство действительно заботится о том, что происходит в нашем районе. Я живу здесь много лет, и за это время ничего не изменилось: в школах классы переполнены, движение на дорогах безобразное.

**[Back translation]**

(I don't think that the government really cares about what in happenings in our area. I've lived here for many years, and nothing has changed in all this time: classrooms are overcrowded, and traffic is horrible).

**[Notes on adaptation: ]**

1. It is very rare for Russian speakers to live in Russian-speaking communities, and the idea of community is geographically based. Additionally, Russian speakers are ethnically diverse and come from different countries. Therefore, the reference to specific ethnicity could not be translated in a meaningful way. It was replaced with 'Russian-speakers.'

**TARGET LANGUAGE SPEAKING IWR**

That is exactly why everyone needs to be counted, so the government can distribute funds to areas in most need. Participating in the Census helps you and your community! If Russian speakers don't participate in the Census, the government will not have the information needed to allocate funds for programs and services that you and other Russian speakers may need. For example, federal funding can help build or improve community centers, schools, hospitals, roads, and services for children and the elderly.

Everyone, including you and me, are **required by law** to participate in the Census. Here is more information about this.

**[Russian version]**

Вот поэтому каждый проживающий должен быть подсчитан. Тогда правительство сможет правильно распределять финансирование в те районы, которые в этом особо нуждаются.

Участвуя в переписи, Вы делаете доброе дело для себя и своего района! Если русскоговорящие жители не заполнят анкеты переписи населения, то правительство не получит нужной информации, чтобы правильно распределить средства, выделяемые на развитие программ, служб и услуг, в которых могут нуждаться как Вы, так и другие русскоговорящие жители. А вот, например, федеральное финансирование может быть использовано на строительство или модернизацию местных общественных центров, школ, больниц, дорог и улучшение услуг для детей и пожилых людей.

Все, включая Вас и меня, обязаны, **согласно закону**, принять участие в переписи. Вот здесь Вы прочтете об этом более

подробно.

**[Back translation]**

(This is why every inhabitant has to be counted. Then the government will be able to fairly distribute funding to those communities that really need it.

By participating in the Census you do good for yourself and your community! If Russian speaking residents don't complete the Census questionnaires, the government will not get the necessary information in order to distribute the funds allocated for programs and services that you and other Russian-speaking residents may need. While, for example, federal funding may be used to build or modernize local community centers, schools, hospitals, roads, and improvement of services for children and the elderly.)

Everyone, including you and me, are **required by law** to participate in the Census. Here you'll read about it in more detail)

[Hand R the Security Warning Statement].

[Camera to zoom in on the content of the card for 3 seconds]

**RESPONDENT**

[Has a concerned look]

Hm...what, it is required by law?

**[Russian version]**

Хмм, это правда, что закон это требует?

**[Back translation]**

(Hm...is it true that it is required by law?)

**TARGET LANGUAGE SPEAKING IWR**

[Assuring]

Yes, it is. The law also protects your privacy and keeps your answers confidential. The Census questionnaire is easy,

important, and safe. The questions take approximately 10 minutes to complete.

**[Russian version]**

Да. Закон также защищает приватность вашей информации и конфиденциальность Ваших ответов. Заполнить анкету очень важно, это совершенно безопасно и совсем нетрудно. Чтобы ответить на все вопросы, Вам нужно будет потратить примерно 10 мин.

**[Back translation]**

(Yes. The law also protects your privacy and confidentiality of your answers. Completing the Census questionnaire is important, besides it's easy and safe. The questions take approximately 10 minutes to complete.)

**RESPONDENT**

[Pauses and hesitates for a few seconds]

**NO ORIGINAL ENGLISH TEXT HERE**

**[Russian version]**

Я поняла. Надо заполнять. Ну давайте тогда заполнять, раз это так важно и необходимо.

**[Back translation]**

(I got it. I need to complete it. OK, let's complete it since it's so important and required.)

**[Notes on adaptation: ]**

1. It was not deemed culturally appropriate for the interviewer to jump into asking the questions right after the interviewer's last response, without the respondent agreeing to complete the census form. Therefore, this text was added where the respondent acknowledges the importance of participation and says she will complete it.

**TARGET LANGUAGE SPEAKING IWR**

May I please ask, do you live here at [ADDRESS]?

**[Russian version]**

Очень хорошо! Спасибо! Давайте начнем: проживаете ли вы по этому адресу < ....>?

**[Back translation]**

(Very good! Thank you! So, let's start: Do you live at this address [ADDRESS]?)

***A3-4. Russian: Low Engagement Video Script***



## Messages to Overcome Low Engagement

### **BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

#### **TARGET LANGUAGE SPEAKING IWR**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck, or clipped to the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.]

[No response from the household after 10 seconds, then IWR knocks on the door again]

#### **RESPONDENT**

[Behind the door]

Who is there?

#### **[Russian version]**

Кто там?

#### **[Back translation]**

(Who is there?)

#### **TARGET LANGUAGE SPEAKING IWR**

[In a clear voice]

I'm from the US Census Bureau.

My name is XXX.

#### **[Russian version]**

Здравствуйте/Доброе утро/Добрый день/Добрый вечер.

Я из Бюро переписи населения

Меня зовут XXX

#### **[Back translation]**

(Hello/Good morning/good afternoon/good evening. I'm from the Census Bureau. My name is XXX)

#### **[Notes on adaptation: ]**

1. Added salutation, even through locked door, for more culturally appropriate

greeting.

**RESPONDENT**

[Opens the door]

Yes?

**[Russian version]**

Да?

**[Back translation]**

(Yes?)

**TARGET LANGUAGE SPEAKING IWR**

Hello/good morning/good afternoon/good evening.

Sorry to bother you.

My name is XXX and I work for the U.S. Census Bureau. Here is my ID.

**[Russian version]**

Здравствуй еще раз!/Доброе утро/Добрый день/Добрый вечер.

Простите за беспокойство.

Меня зовут XXX, я работаю в Бюро переписи населения США. Пожалуйста, вот мое удостоверение.

**[Back translation]**

(Hello again!/Good morning/good afternoon/good evening.

I'm sorry to bother you.

My name is XXX, I work at US Census Bureau. Please, here's my ID)

[Shows Census ID for 5 seconds by holding the ID at shoulder level so that R can see it. Then makes sure

the ID is visible to the respondent during the rest of the interactions.]

The U.S. Census Bureau is conducting a nationwide Census right now and I am here to complete a Census questionnaire for [ADDRESS]. Every ten years the United States government conducts a Census, which is a questionnaire to count **everyone** who is living in the United States.

May I please ask, do you live here at [ADDRESS]?

**[Russian version]**

В настоящее время Бюро переписи населения США проводит общенациональную перепись, и я пришла сюда, чтобы заполнить переписной лист по адресу [ADDRESS]. Каждые 10 лет правительство Соединенных Штатов проводит перепись населения в виде анкетирования с целью подсчитать **всех** проживающих в США.

Позвольте спросить, Вы проживаете по этому адресу [ADDRESS]?

**[Back translation]**

(At this time US Census Bureau is conducting the national census and I've come here to fill in the survey at the address [ADDRESS]. Every 10 years the United States government conducts a Census in the form of a questionnaire with the goal to count **all** those living in the USA.

May I ask, do you live at this address [ADDRESS]?)

**RESPONDENT**

Yes, I live here. But I don't have time for any questionnaire. I just got home from work.

**[Russian version]**

Да, я проживаю здесь. Но у меня сейчас совершенно нет времени на разные анкеты, я только что вернулась с работы.

**[Back translation]**

(Yes, I live here. But now I don't have any time for various

questionnaires, I just got home from work.)

### **TARGET LANGUAGE SPEAKING IWR**

The Census questionnaire takes only approximately 10 minutes and the questions are easy. Your participation is very important because the results from the Census will be used to help your community to get its fair share of federal funding for many programs and services.

#### **[Russian version]**

Пожалуйста, не беспокойтесь, на заполнение анкеты нужно всего минут 10, и вопросы в ней очень простые. Ваше участие в переписи очень важно и необходимо, так как ее результаты помогут Вашему району получить справедливое распределение средств из федерального бюджета на различные программы, службы и услуги.

#### **[Back translation]**

(Please, don't worry, it takes only 10 minutes approximately to fill in the Census questionnaire and the questions in it are very easy. Your participation in the Census is very important because its results will help your area to get fair distribution of funds from the federal budget for various programs and services.)

#### **[Notes on adaptation: ]**

1. The concept of 'community' with all the nuances and potential ambiguities it has in English does not have an equivalent term in Russian. The term was translated as a geographic community, more like a neighborhood or area.

### **RESPONDENT**

Well, it may be good for my community, but it does not sound like I would benefit much out of this. I don't see why I need to complete the questionnaire.

#### **[Russian version]**

Ну да.. может это и неплохо для моего района, но я не совсем понимаю, какое это имеет отношение лично ко мне. Мне не

совсем понятно, почему лично я должна заполнять эту анкету.

**[Back translation]**

(Well, maybe it's not bad for my community but I don't quite understand how it relates to me personally. It's not clear to me why I have to fill in this questionnaire.)

**TARGET LANGUAGE SPEAKING IWR**

The government needs data from the Census to plan and provide services and benefits that you and your neighbors may need. For example, federal funding can help build or improve community centers, schools, hospitals, roads, and services for children and the elderly.

**[Russian version]**

Дело в том, что правительству необходимо иметь данные переписи населения, чтобы планировать расходы на различные услуги и социальные гарантии, которые могут потребоваться Вам и Вашим соседям. Например, федеральное финансирование может быть использовано на строительство или модернизацию местных общественных центров, школ, больниц, дорог и улучшение услуг для детей и пожилых людей.

**[Back translation]**

(The thing is that the government needs data from the Census to plan expenses for various services and benefits that you and your neighbors may need. For example, federal funding may be used to build or modernize local community centers, schools, hospitals, roads, and improvement of services for children and the elderly.)

**[Notes on adaptation:]**

1. Introduce explanation with "the thing is that..." Common transition when giving an explanation.

[Speaks confidently]

So it is very important that everyone participates in the census!  
Your participation will help yourself, your neighbors, and the  
[Specific Ethnicity] community

**[Russian version]**

Так что, как Вы сами видите, очень важно, чтобы каждый человек принял участие в переписи населения. И Ваше участие тоже очень важно. Вы сделаете доброе дело себе, Вашим соседям и другим русскоговорящим жителям Вашего района.

**[Back translation]**

(So as you see for yourself, it is very important that everyone participates in the census! Your participation is very important as well. You'll do good for yourself, your neighbors, and other Russian speakers in your community! )

**[Notes on adaptation:]**

1. Added conversational phrase "So you see for yourself" to make the exchange more idiomatic in Russian, thereby connecting what was said before to the statement about importance of participation.
2. Added "Your participation is very important as well." In Russian, for emphasis and clarity, it is necessary to make explicit the connection between everyone participating and the respondent's own participation.

**RESPONDENT**

But I am not a U.S. citizen, so I don't think I should do it.

**[Russian version]**

Но у меня нет гражданства США, так что, похоже, меня это не касается.

**[Back translation]**

(But I don't have U.S. citizenship, so it looks like I got nothing to do with it.)

**TARGET LANGUAGE SPEAKING IWR**

[States it clearly and slowly while making eye contact with R]

The Census needs to count all persons who live in the United States, regardless of their citizenship or their immigration status. Even though you are not a U.S. citizen, because you live in the United States, you are required by the U.S. law to participate in it. And the law also protects your privacy and keeps your answers confidential. Here is more information about this.

**[Russian version]**

Дело в том, что во время переписи населения нужно подсчитать всех жителей США независимо от их гражданства или иммиграционного статуса. Несмотря на то, что у Вас нет гражданства США, Вы проживаете в этой стране и поэтому обязаны принять участие в переписи населения. Этого требует закон США. Закон также гарантирует приватность Вашей личной информации и конфиденциальность Ваших ответов. Вот здесь Вы прочтете об этом более подробно.

**[Back translation]**

(The thing is that during the Census they need to counting all persons who live in the United States, regardless of their citizenship or their immigration status. Even though you are not a U.S. citizen, you do live in this country and that's why you are required to participate in the Census. The US law requires it. The law also guarantees the privacy of your personal information and confidentiality of your answers. Here you'll read about this in more detail.)

[Hand R the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds.]

**RESPONDENT**

[Glances at the card]

I didn't realize the Census is required by law...

**[Russian version]**

Надо же.. я и не знала, что закон обязывает людей принимать участие в переписи населения...

**[Back translation]**

(Well, I didn't know that the Law requires from the people to participate in the Census... )

[Seems to become engaged but provides another soft refusal]

But I have more important things to do; I don't have time for this!

**[Russian version]**

Но у меня сейчас очень много важных дел... Ну правда, совсем на это нет времени!

**[Back translation]**

(But now I have many important things to do... Really, I just don't have time for this!)

**TARGET LANGUAGE SPEAKING IWR**

I understand you are busy. I won't take up a lot of your time. I don't have to go inside your house, we can complete the questionnaire right here. The questions take only approximately 10 minutes to complete. Your participation will help me do my job, could you please help me?

**[Russian version]**

Пожалуйста, я очень понимаю, что Вы заняты. Но анкета на самом деле не займет много времени. Мне даже не надо заходить к Вам в дом, мы можем прямо здесь и сейчас ее заполнить, и у нас на это уйдет примерно 10 минут. Это Ваш гражданский долг, и это делается ради пользы всех вас в этом районе.

**[Back translation]**

(Please, I do understand that you are busy. But the questionnaire really won't take much time. I don't even need to go inside your house; we can complete the questionnaire right here and now. and it will take us approximately 10 minutes. This is your civil duty and this is being done for the good of all of you in this community.)

**[Notes on adaptation:]**

1. The request for help from the R is not culturally appropriate in an official



exchange, in particular right after stating that participation is required by law. The language experts recommended replacing it with the statement about civil duty as a motivator for Russian speakers.

**RESPONDENT**

[Frowns to show slight grudgingness, but willing]

Alright.

**[Russian version]**

Ну ладно, давайте..

**[Back translation]**

(Ok then, let's do it.)

## **Appendix A4: Adapted Chinese Video Scripts**

#### ***A4-1. Chinese: Language Barrier Video Script***

## Video Script

### Messages to Reduce Language Barrier

#### Scene summary:

A Census interviewer visits a non-English speaking household. The interviewer does not speak the respondent's language and uses the Language ID Flashcard and identified that the household speaks Chinese. The interviewer speaks in English in this dialogue.

- INTERVIEWER = IWR
- RESPONDENT = R

#### Non-verbal behaviors

Characters	Appearance	Props	Non-verbal behavior
Census IWR	<ul style="list-style-type: none"> <li>• Wear “business casual” attire (avoid clothing that’s too casual such as shorts, jeans, t-shirts, flip flops, etc. or too formal such as black suit and tie.)</li> <li>• Maintain a neat physical appearance (don’t wear excessive jewelry, outrageous haircut, makeup, or facial hair; tie hair if it’s very long for tidiness)</li> <li>• Wear comfortable shoes</li> <li>• Prominently display Census ID</li> </ul>	<ul style="list-style-type: none"> <li>• Census logo bag</li> <li>• Printed materials (Show Card, Language ID flashcard)</li> <li>• Do not rummage inside the bag (may appear threatening).</li> <li>• Census ID badge</li> <li>• Pen</li> <li>• Handheld device</li> </ul>	<ul style="list-style-type: none"> <li>• Be friendly, but not overly dramatic with facial expression, gesture, or eye contact)</li> </ul> <p><i>[if interviewer is familiar with the specific cultural norms]</i></p> <ul style="list-style-type: none"> <li>• Be respectful, such as bowing (if culturally appropriate)</li> <li>• Be sensitive to cultural norms of the community, such as: accepting invitation to enter R’s house after establishing rapport; taking off shoes when entering a house; accepting offer for a drink, etc.</li> </ul>
Respondent	<ul style="list-style-type: none"> <li>• No restrictions other than wearing comfortable homewear.</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

#### Verbal behaviors

- Appear fluent in the introduction. Amateur actor playing the interviewer should have the introduction memorized.

*If interviewer speaks the target language:*

- Use culturally appropriate politeness terms, such as “usted” in Spanish, “Вы” in Russian, 您 in Chinese.
- Use titles and address terms, such as “teacher” in Korean.
- Monitor linguistic cues to signal shared common ground (e.g., switching to the dialect that R uses), if culturally appropriate.

**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

**CENSUS IWR**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck or clipped on the lapel/collar area). Rings the doorbell or knocks on the door and waits. If the property has a screen door, does not prop it open.]

**RESPONDENT**

[Opens the door and looks at the IWR suspiciously through the half open door]

**CENSUS IWR**

Hello/good morning/good afternoon/good evening.

<Optional> Sorry to bother you.

My name is XXX and I work for the U.S. Census Bureau. Here is my ID.

[Shows Census ID for 5 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

The Census Bureau is conducting a nationwide Census right now...

**RESPONDENT**

[Interrupts and shakes head]

No English.

**CENSUS IWR**

That's ok. Let me show you something.

[Locates the Language ID Flashcard from the printed materials on hand.]

Please look at this card.

[ points to the card.] [Should not have too many actions. Will scare people]  
and point to me your language.

**RESPONDENT**

[ Stands behind the door, with door half-open]

**CENSUS IWR**

[Hands the Language ID Flashcard to R and stands right next to R. Both IWR and R faces the camera.]

[R slowly scans the right column of the first page from top to bottom with index finger ]

Let's take a look at this together. What is your language?

*IF LANGUAGE IS NOT ON THE PAGE, REPEAT THE FOLLOWING SCENES:*

**RESPONDENT**

[Looks at what IWR shows ] No.

**CENSUS IWR**

[Turns to the next page while the card is still in R's hand.]

Okay. Let's look at the next page.

**RESPONDENT**

[Culturally appropriate non-verbal behavior to indicate affirmation, such as nodding]

[Points to the language]

Yes.

[Says in the target language the name of the language as shown on the card]

中文!

**[back translation]**

Chinese!

**CENSUS IWR**

Thank you!

[Points to the language on the card, which is shown in both English and Target Language]

So Chinese is your language, right?

**RESPONDENT**

[Culturally appropriate non-verbal behavior to indicate positivity, such as nodding and smiling]

Language Barrier (Chinese)

Yes!

**CENSUS IWR**

Okay. Thank you again. Look at this please.

[Points to the box next to the language]

**RESPONDENT**

[Shakes head left and right]

No.

**CENSUS IWR**

No one else here speaks English? Could you give me your phone number?

[Gesture for phone and point to smartphone]

**RESPONDENT**

[Hesitates for 2 seconds. Looks at the IWR and her ID, appearing undecided.]

**CENSUS IWR**

[Culturally appropriate non-verbal behavior to indicate assurance, such as smiling, etc.]

Please.

**RESPONDENT**

Okay.

**CENSUS IWR**

[IWR launches Language Phone instrument by swiping with finger and tapping on the screen. The video does not show the screen. IWR then holds the device to the respondent to type in the phone number]

**RESPONDENT**

[R types in his number]

Language Barrier (Chinese)

**CENSUS IWR**

Thank you. Another Census interviewer who speaks <Chinese>  
will contact you. Thank you again!

[Waves good-bye]

Good Bye!

**RESPONDENT**

Bye!



***A4-2. Chinese: Unaware Video Script***

## Video Script

### Messages to Inform and Persuade Unacquainted/Insulated/Headnodder Households

#### Scene summary:

A Chinese speaking Census interviewer visits a Chinese speaking household. The Chinese speaking householder is unaware of the Census.

- INTERVIEWER = IWR
- RESPONDENT = R

#### Non-verbal behaviors

Characters	Appearance	Props	Non-verbal behavior
Census IWR	<ul style="list-style-type: none"> <li>• Wear “business casual” attire (avoid clothing that’s too casual such as shorts, jeans, t-shirts, flip flops, etc. or too formal such as black suit and tie.)</li> <li>• Maintain a neat physical appearance (don’t wear excessive jewelry, outrageous haircut, makeup, or facial hair; tie hair if it’s very long for tidiness)</li> <li>• Wear comfortable shoes</li> <li>• Prominently display Census ID</li> </ul>	<ul style="list-style-type: none"> <li>• Census logo bag</li> <li>• Printed materials (Show Card, Language ID flashcard)</li> <li>• Do not rummage inside the bag (may appear threatening).</li> <li>• Census ID badge</li> <li>• Pen</li> <li>• <i>Handheld device</i></li> </ul>	<ul style="list-style-type: none"> <li>• Be friendly, but not overly dramatic with facial expression, gesture, or eye contact)</li> </ul> <p>[if interviewer is familiar with the culture]</p> <ul style="list-style-type: none"> <li>• Be sensitive to cultural norms of the community, such as: accepting invitation to enter R’s house after establishing rapport; taking off shoes when entering a house; accepting offer for a drink, etc.</li> <li>• Be respectful, such as bowing (if culturally appropriate)</li> </ul>
Respondent	<ul style="list-style-type: none"> <li>• No restrictions other than wearing comfortable homewear.</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

#### Verbal behaviors

- Appear fluent in the introduction. Amateur actor playing the interviewer should have the introduction memorized.
- Use culturally appropriate politeness terms, such as “usted” in Spanish, “Вы” in Russian, 您 in Chinese.
- Use titles and address terms, such as “teacher” in Korean.
- Monitor linguistic cues to signal shared common ground (e.g., switching to the dialect that R uses), if culturally appropriate.

**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

**CHINESE SPEAKING IWR**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck or clipped to the lapel/collar area). Rings the doorbell or knocks on the door and waits. If the property has a screen door, does not prop it open.]

**RESPONDENT**

[Opens the door]

Yes?

**[Chinese version]**

谁呀？

**[Back translation]**

Who is this?

**CHINESE SPEAKING IWR**

Hello/good morning/good afternoon/good evening.

Sorry to bother you.

My name is XXX and I work for the U.S. Census Bureau. Here is my ID.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

The U.S. Census Bureau is conducting a nationwide Census right now and I am here to complete a Census questionnaire for [ADDRESS].

May I please ask, do you live here at [ADDRESS]?

**[Chinese version]**

您好！

对不起，打扰您了。

我为美国人口普查局工作。我姓张，这是我的工作证。

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure

the ID is visible to the respondent during the rest of the interactions.]

现在美国人口普查局正在进行全国人口普查。我今天来，是帮助在[ADDRESS]这个地址的人填写人口普查表。

请问，您是住在[ADDRESS]这个地址的吗？

**[Back translation]**

Hello!

Sorry to bother you.

I work for the U.S. Census Bureau. My last name is XXX, and here is my work ID.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

Right now the U.S. Census Bureau is conducting a nationwide Census. I am here to help people living in this [ADDRESS] to complete a Census form.

May I please ask, do you live here at [ADDRESS]?

**[Notes on adaptation: ]**

1. Use last name for self introduction.
2. Change sentence order in a few sentences.
3. Use shorter sentences.
4. Add “U.S.” to “the Census Bureau” to make it clear it’s the U.S. Census.
5. Use “census form” instead of “questionnaire” to make it simple.

#### RESPONDENT

What is this about?

**[Chinese version]**

这是关于什么的呀？

**[Back translation]**

What is this about?

### CHINESE SPEAKING IWR

[In a reassuring tone]

Every ten years the United States government conducts a Census, which is a questionnaire to count **everyone** who is living in the United States. The Census is very important. The results from the Census will be used to help each community to get its fair share of federal funding for many programs and public services.

**[Chinese version]**

[In a reassuring tone]

是关于人口普查。美国政府每隔十年进行一次人口普查，通过人口普查表，来统计**所有**居住在美国**的人**。人口普查非常重要，因为普查的结果是用来帮助各个社区获取联邦经费，来进行各种项目和建立公共服务设施。

**[Back translation]**

[In a reassuring tone]

It is about the census. Every ten years the United States government conducts a Census. It is done through a census form to count **everyone** who is living in the United States. The Census is very important, because the results from the Census will be used to help each community to get its fair share of federal funding for carrying out various programs and for building public services.

**[Notes on adaptation:]**

1. Add a transition phrase in the first sentence.
2. Use the word “census form” instead of “questionnaire” to make it simpler.
3. Add some wording in the last sentence to make it fit Chinese way of expression.

### RESPONDENT

Why do they count people? I don't understand why it is that important.

**[Chinese version]**

为什么要人口普查？有那么重要吗？

**[Back translation]**

Why is the census needed? Is it that important?

**[Notes on adaptation]**

1. Use shorter and colloquial expression.
2. Delete “I don’t understand” to avoid being personal.

**CHINESE SPEAKING IWR**

[Speaks confidently. Keeps eye contact]

It is important because the U.S. government uses the information to make plans and policy decisions about the programs and services for each community. So it is very important to have an accurate count of people in the Census. For example, federal funding can help improve services to the elderly if the Census counts shows there are many elderly in this area. Federal funding can also help build or improve community centers, schools, hospitals, roads, and services for children and the elderly.

So it is very important that everyone participates in the census! Your participation will help yourself, your neighbors, and the [Specific Ethnicity] community!

**[Chinese version]**

[Speaks confidently. Keeps eye contact]

是非常重要的，因为美国政府是根据人口普查的结果来制定计划和政策，来为全美各个社区提供服务项目。比如社区服务中心、学校、医院、公路、和为孩子和老年人服务项目等等。所以准确的人口普查非常重要。比如说，如果人口普查表明某个社区有很多老年人，那么联邦政府可以提供资助改善为老年人服务的项目。所以，人口普查非常重要。

而且必须人人参加！您参加了，即帮了自己，也帮了华人社区！

**[Back translation]**

[Speaks confidently. Keeps eye contact]

It is important because the U.S. government uses the census results to make plans and policy decisions about providing programs and services for each community nationwide, such as community centers, schools, hospitals, roads, and services for children and the elderly. So it is very important to have an accurate count of people in the Census. For example, if the

census data shows there are many elderly people in a certain area, federal funding can help improve services to the elderly.

So the census is very important. And everyone must participate in the census! Your participation will help yourself, and the Chinese community!

**[Notes on adaptation:]**

1. Re-order some sentences to make it flow better in Chinese.
2. Add the wording of “nationwide” to emphasize the scale and importance of the Census.
3. Delete the wording “your neighbor” because for Chinese, the concept of “neighbor” is not that important. But the concept of “Chinese community” is important.

**RESPONDENT**

Okay. So, what do I need to do?

**[Chinese version]**

噢，好吧。那，我要做什么？

**[Back translation]**

Oh, alright. So, what do I need to do?

**CHINESE SPEAKING IWR**

I will ask you questions from the Census questionnaire, and please give me the answers to those questions. May I please ask, do you live here at [ADDRESS]?

**[Chinese version]**

我会请问您一些人口普查表上的问题，您回答这些问题就行了。请问，您是住在[ADDRESS]这个地址吗？

**[Back translation]**

I will please ask you some questions from the Census form. You can just give me the answers to those questions. May I please ask, do you live here at [ADDRESS]?

**[Notes on adaptation:]**

1. Use “census form” instead of “questionnaire” to make it simple.

**RESPONDENT**

Yes. But I don't speak English very well and I am not sure I can complete the questionnaire well.

**[Chinese version]**

是，不过，我的英文不好，不知道能不能回答人口普查表上的问题。

**[Back translation]**

Yes. But my English is not good. Don't know if I can answer the questions on the census form.

**[Notes on adaptation:]**

1. Use Chinese way of expression.

**CHINESE SPEAKING IWR**

The Census questionnaire is in [target language] and I will help you. The Census questions are easy. We just need to know how many people live in the household and some basic information about them, such as their sex, age, etc.

**[Chinese Version]**

没关系。我们有中文人口普查表，我也会帮您。人口普查表的问题很简单。他们就问有几位住在这里，每位的基本信息，比如性别、年龄等。

**[Back translation]**

That is alright. We have a census form in Chinese, and I will help you. The Census questions are very simple. They just ask how many people live here and some basic information about them, such as sex, age, etc.

**[Notes on adaptation:]**

1. Add a transition phrase in the beginning.
2. Use some polite wording in the sentences.

**RESPONDENT**

That is still our private information!

**[Chinese version]**



可那些都是很个人的问题呀！

**[Back translation]**

But those are still very personal questions!

**[Notes on adaptation:]**

1. Use “personal” instead of “private” in the context. “Personal” is more appropriate and less offensive.

**CHINESE SPEAKING IWR**

All the data are grouped together, and presented in statistical format so others cannot tell what you said. This means that the answers that you provide will be kept confidential and your personal information will not be disclosed.

**[Chinese version]**

请放心，所有的人口普查信息都统一处理，然后用统计数据表示出来，所以没有人知道您的回答。就是说您提供的个人资料都会得到保密，不会透露给他人。

**[Back translation]**

Please don't worry. All the census data are grouped together, and then presented in statistical format so no one can know your answers. That is, the personal information you provide will be kept confidential, and will not be disclosed to others.

**[Notes on adaptation]**

1. Add a transition phrase in the beginning to address the concern.
2. Change the order of some wording to make it flow better in Chinese.
3. Combine “the answers you provide” with “personal information” to make the sentence more concise.

**RESPONDENT**

Can you talk to my neighbors instead? I think they would be willing to answer your questions.

**[Chinese version]**

你能不能去问我的邻居？我想他们会愿意回答你的问题。

**[Back translation]**

Can you go ask my neighbors instead? I think they would be willing to answer your questions.

## CHINESE SPEAKING IWR

Everyone, including you and me, are **required by law** to participate in the Census. Your neighbors will have to answer about their household, too. And the law also protects your privacy and keeps your answers confidential. Here is more information about this.

[Hands R the Security Warning Statement<sup>1</sup>. Camera to zoom in on the content of the card for 3 seconds].

### [Chinese version]

您知道吗，您的邻居也要回答关于他们自己的人口普查问题。这是因为**法律规定**每个人，包括您和我，都要参加人口普查。同时法律也会保护您个人的隐私，保证您个人资料得到保密。这是关于这个法律的更多信息。

[Hands R the Security Warning Statement<sup>2</sup>. Camera to zoom in on the content of the card for 3 seconds].

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<sup>1</sup> The Census Bureau is required by U.S. law to keep your answers confidential. This means that the Census Bureau will never release your responses in any way that could identify you. All U.S. Census Bureau employees have taken an oath of confidentiality and are subject to a jail term, a fine, or both, if they disclose ANY information that could identify you or your household. Your answers will be used only for statistical purposes. You are required by law to provide the information requested. These federal laws are found in the United States Code, Title 13 (Sections 9, 141, 193, 214, and 221). Per the Federal Cybersecurity Enhancement Act of 2015, your data are protected from cybersecurity risks through screening of the systems that transmit your data. To learn more about our privacy policy and data protection, please visit our Website at [www.census.gov](http://www.census.gov) and click on "Data Protection and Privacy Policy" at the bottom of the home page. Thank you for your cooperation. The Census Bureau appreciates your help. Respondents are not required to respond to any information collection unless it displays a valid approval number from the Office of Management and Budget (OMB). The approval number for the 2017 Census Test is OMB No. xxxx-xxxx; and this approval expires xx/xx/xxxx. Send any comments concerning this collection to Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233. Or email your comments to <2020.census.paperwork@census.gov> and use "Paperwork Reduction Project xxxx-xxxx" as the subject.

<sup>2</sup> 美国法律要求人口普查局严格保密您所提供的资料。这就是说人口普查局不能泄露任何可能识别您个人的资料。美国人口普查局的所有工作人员都经宣誓，如果他们泄露任何能够识别您或您住户的资料，他们会受到监禁或罚款，或是即监禁又罚款。您所提供的资料仅是用于统计目的。根据《美国法典》第十三章（第 9, 141, 193, 214, 221 节）要求，法律规定您必须提供人口普查所要求的资料。依据 2015 年联邦增强网络安全法案，通过监察传输您资料的系统，来确保您个人资料受到保护，避免网络安全风险。请上网 [www.census.gov](http://www.census.gov)，并点击该网页下方的“Data Protection and Privacy Policy”来了解更多有关我们保护隐私和资料的政策。人口普查局非常感谢您的帮忙与合作。如果某项问卷调查没有显示管理和预算办公室（OMB）的有效批文号，受访者不必参与和提供任何资料。2017 年人口普查测试的 OMB 有效批文号是 OMB No. xxxx-xxxx；有效日期是 xx/xx/xxxx。如果您对这项问卷调查有任何意见，请将意见寄到 Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233。也可以用电子邮件寄出您的意见，电子邮件地址是 [2020.census.paperwork@census.gov](mailto:2020.census.paperwork@census.gov)，请在题目栏上注明 "Paperwork Reduction Project xxxx-xxxx"。

**[Back translation]**

Do you know your neighbors will have to answer about their household, too. Everyone, including you and me, are **required by law** to participate in the Census. And at the same time, the law also protects your privacy and keeps your personal information confidential. Here is more information about this. [Hand R the OMB information Show Card].

**[Notes on adaptation]**

1. Add a transition phrase in the beginning to make it more polite.
2. Re-ordered some sentences to make it flow better in Chinese.

**RESPONDENT**

[Glances at the card but does not read carefully]

Wow, okay, I guess I have to do this. But how long does it take? I am not sure I have the time today.

**[Chinese Version]**

噢，那，看来我得做了。要多长时间？不知道我今天有没有空啊。

**[Back translation]**

Oh, then, it looks I have to do it. How long does it take? Don't know if I have time today.

**CHINESE SPEAKING IWR**

I understand you are busy. I can come back later when it is more convenient for you. I won't take up a lot of your time though. The Census questionnaire takes approximately 10 minutes to complete.

**[Chinese Version]**

我知道您很忙，我可以改天在您方便的时候再来。其实这不需要很多时间。大概十分钟就可以做完这个人口普查表了。

**[Back translation]**

I know you are busy. I can come back later when it is more convenient for you. Actually it won't take up a lot of your time. It takes approximately 10 minutes to complete the census form.

**[Notes on adaptation]**

1. Add some wording to make it sound better
2. Use “census form” instead of “questionnaire”.

**RESPONDENT**

Alright. Let's get started then.

<Optional Scene below>

Let's go inside so it's more comfortable. [Open the door wide and make an appropriate gesture (i.e., wave hands) to let the interviewer get in] Come on in please.

**[Chinese version]**

那好吧，现在就做吧。

[Open the door wide and wave hands to let the interviewer get in]

那，我们进来吧。

**[Back translation]**

Alright. Let's do it now.

[Open the door wide and wave hands to let the interviewer get in]

OK, let's come in.

**CHINESE SPEAKING IWR**

Thank you.

谢谢。

Thank you.

[Steps into the house. Takes off shoes]

**RESPONDENT**

[Offers food/drink]

I will bring you some [fill in].

**[Chinese version]**

要不要喝点水？

Unaware (Chinese)

**[Back translation]**

Care for some water?

**[Notes on adaptation]**

1. Add “take off shoes” in non-verbal behavior.
2. Add “offer water” since it is more appropriate to offer water in Chinese.

**CHINESE SPEAKING IWR**

[Accepts offer of food/drink]

Thank you.

噢，谢谢。

Oh, thank you!

***A4-3. Chinese: Fear/Mistrust of Government Video Script***

## Video Script

### Messages to Overcome Fear/Mistrust of Government

#### Scene summary:

The conversation takes place in Chinese. A Chinese speaking Census interviewer visits a Chinese household. Because this is a government questionnaire, the Chinese speaker shows two concerns:

1. afraid of dealing with the government (fear of penalties). The respondent would rather remain “anonymous” and not bring attention to him/her because the household may include undocumented people, have too many people living in the same household, or is “isolated”.
  2. does not trust what the government says (feels that government is not really trying to help, does not truly honor privacy and confidentiality).
- INTERVIEWER = IWR
  - RESPONDENT = R

#### Non-verbal behaviors

Characters	Appearance	Props	Non-verbal behavior
Census IWR	<ul style="list-style-type: none"> <li>Wear “business casual” attire (avoid clothing that’s too casual such as shorts, jeans, t-shirts, flip flops, etc. or too formal such as black suit and tie.)</li> <li>Maintain a neat physical appearance (don’t wear excessive jewelry, outrageous haircut, makeup, or facial hair; tie hair if it’s very long for tidiness)</li> <li>Wear comfortable shoes</li> <li>Prominently display Census ID</li> </ul>	<ul style="list-style-type: none"> <li>Census logo bag</li> <li>Printed materials (Show Card, Language ID flashcard)</li> <li>Do not rummage inside the bag (may appear threatening).</li> <li>Census ID badge</li> <li>Pen</li> <li><i>Handheld device</i></li> </ul>	<ul style="list-style-type: none"> <li>Be friendly, but not overly dramatic with facial expression, gesture, or eye contact)</li> </ul> <p>[if interviewer feels comfortable]</p> <ul style="list-style-type: none"> <li>Be sensitive to cultural norms of the community, such as: accepting invitation to enter R’s house after establishing rapport; taking off shoes when entering a house; accepting offer for a drink, etc.</li> <li>Be respectful, such as bowing (if culturally appropriate)</li> </ul>
Respondent	<ul style="list-style-type: none"> <li>No restrictions other than wearing comfortable homewear.</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>

#### Verbal behaviors

- Appear fluent in the introduction. Amateur actor playing the interviewer should have the introduction memorized.
- Use culturally appropriate politeness terms, such as “usted” in Spanish, “Вы” in Russian, 您 in Chinese.
- Use titles and address terms, such as “teacher” in Korean.
- Monitor linguistic cues to signal shared common ground (e.g., switching to the dialect that R uses), if culturally appropriate.

**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

**CHINESE SPEAKING IWR**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck or clipped to the lapel/collar area). Rings the doorbell or knocks on the door and waits. If the property has a screen door, does not prop it open.]

**RESPONDENT**

[Opens the door and looks at the IWR suspiciously through the half open door]

**CHINESE SPEAKING IWR**

Hello/good morning/good afternoon/good evening.

Sorry to bother you.

My name is XXX and I work for the U.S. Census Bureau. Here is my ID.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

**[Chinese version]**

您好！

对不起，打扰您了。

我为美国人口普查局工作。我姓张，这是我的工作证。

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

**[Back translation]**

Hello!

Sorry to bother you.

I work for the U.S. Census Bureau. My last name is XXX, and here is my work ID.

[Shows Census ID for 5 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

**[Notes on adaptation: ]**

1. Use last name for self introduction.
2. Change sentence order in one sentence.



**RESPONDENT**

The respondent looks afraid when they see the badge, opens his/her eyes more, pulls his/her forehead up, and steps slightly back from the door.]

**CHINESE SPEAKING IWR**

The U.S. Census Bureau is conducting a nationwide Census right now and I am here to complete the questionnaire for [ADDRESS].

**[Chinese version]**

现在美国人口普查局正在进行全国人口普查。我今天来，是帮助在[ADDRESS]这个地址的人填写人口普查表。

请问，您是住在[ADDRESS]这个地址的吗？

**[Back translation]**

Right now the U.S. Census Bureau is conducting a nationwide Census. I am here to help people living in this [ADDRESS] to complete a Census form.

May I please ask, do you live here at [ADDRESS]?

**[Notes on adaptation]**

1. Use shorter sentences.
2. Add “U.S.” to “the Census Bureau” to make it clear it’s the U.S. Census.
3. Use “census form” instead of “questionnaire” to make it simple.

**RESPONDENT**

[Appears surprised and uncomfortable]

Why does the Census Bureau need to talk to me?

**[Chinese version]**

人口普查局为什么要找我？

**[Back translation]**

Why does the Census Bureau need to talk to me?

### CHINESE SPEAKING IWR

I did not come to this address because of you personally ma'am/sir. Every ten years the United States government conducts a Census, which is a questionnaire to count **everyone** who is living in the United States. It is very important.

#### [Chinese version]

我们不是专门来找您的，我们是要统计**每个**住在美国的人。美国政府每隔十年进行一次人口普查，通过人口普查表来统计所有居住在美国的人。这是非常重要的。

#### [Back translation]

We did not come here to look for you specifically. We need to count everyone who lives in the United States. Every ten years the United States government conducts a Census. It is done through a census form to count all people living in the United States. It is very important.

#### [Notes on adaptation]

1. Use "we" instead of "I" in this context.
2. Use shorter sentences.
3. Use "census form" instead of "questionnaire".

### RESPONDENT

[At this point the respondent looks concerned, closes his eyes a little and tilts his/her head.]

Oh, counting people...?

[Appears nervous]

We don't have too many people living here. Why do they count people?

#### [Chinese version]

噢，统计人口...？

[Appears nervous]

我们这里没有很多人住。你们为什么要统计人口呀？

#### [Back translation]

Oh, counting people...?

[Appears nervous]

We don't have many people living here. Why do they count people?

### **CHINESE SPEAKING IWR**

This is because the U.S. government uses the information to make plans and policy decisions about the programs and services for each community. So it is very important to have an accurate count of people in the Census.

#### **[Chinese version]**

因为美国政府是根据人口普查的结果来制定计划和政策，为全美各个社区提供服务项目。所以，准确统计人口是非常重要的。

#### **[Back translation]**

This is because the U.S. government uses the census results to make plans and policy decisions to provide programs and services for each community nationwide. So it is very important to have an accurate count of people in the Census.

#### **[Notes on adaptation]**

1. Add "nationwide" to emphasize it is for the entire country.
2. Use "census results" instead of "information" to make it clear.

### **RESPONDENT**

[At this point distrust begins to kick in. The respondent demonstrates a more assertive attitude.]

Government? I don't want the government to know my personal information.

#### **[Chinese version]**

政府？噢，我们可不想让政府知道太多我们个人的情况。

#### **[Back translation]**

Government? Oh, we don't want to let the government know too much of our personal information.

#### **[Notes on adaptation]**

1. Use "we" instead of "I" to avoid sounding confrontational.

## CHINESE SPEAKING IWR

### [Assuring]

The Census questions are very simple. We just need to know how many people live in the household and some basic information about them, such as their sex, age, etc. We don't need to know about anyone's immigration status or social security numbers. All the data are grouped together, and presented in statistical format. This means that the answers that you provide will be kept confidential and your personal information will not be disclosed.

#### [Chinese version]

人口普查的问题很简单。我们就问有几位住在这里，每位的基本信息，比如性别、年龄等等。我们不会问到移民身份或社会安全号码之类的问题。另外，所有人口普查信息都统一处理，然后用统计数据表示出来。就是说您提供的个人资料都会得到保密，不会透露给他人。

#### [Back translation]

The Census questions are very simple. We just ask know how many people live here and some basic information about them, such as their sex, age, etc. We don't ask about anyone's immigration status or social security numbers. In addition, all the data are grouped together, and presented in statistical format. That is, the personal information that you provide will be kept confidential and will not be disclosed to others.

### [Notes on adaptation]

1. Change the order of some wording to make it flow better in Chinese.
2. Combine "the answers you provide" with "personal information" to make the sentence more concise.

## RESPONDENT

That's what you say but then things happen, right? I don't want to take any risks.

#### [Chinese version]

[not very confrontational, but cold. With some facial expression. Door only opens slightly]

那只是你说的吧！谁知道呢，是吧？我可不想冒那个风险。

#### [Back translation]

That's just what you say! But who knows, right? I don't want to take any risks.

**[Notes on adaptation]**

1. Use some Chinese way of expression.

**CHINESE SPEAKING IWR**

Let me assure you that the U.S. Census Bureau honors privacy and protects confidentiality.

All the Census Bureau employees have taken an oath to keep your questionnaire answers confidential. If I disclose any private information, I will go to jail or pay a fine, or both!

**[Chinese version]**

我可以向您保证，美国人口普查局一定是会保护您个人的隐私和个人资料。人口普查局的所有工作人员都宣誓，要对您提供的个人资料进行保密。如果我向他人透露了您的个人资料，我会受到监禁或罚款，或者又监禁又罚款。

**[Back translation]**

Let me assure you, the U.S. Census Bureau will definitely protect your privacy and your personal information.

All the Census Bureau employees have taken an oath to keep the information you provide confidential. If I disclose any of your personal information, I will go to jail or pay a fine, or both going to jail and paying a fine.

**[Notes on adaptation]**

1. Use more colloquial way of expression to express the concept of confidentiality.

**RESPONDENT**

I don't think the government really cares about [Specific Ethnicity] people. I've lived in this neighborhood for many years, and nothing changed: classrooms are overcrowded, and traffic is not good.

**[Chinese version]**

美国政府才不管华人社区怎么样呢。我在这里住了好多年，还不是老样子：学校拥挤，交通堵塞。

**[Back translation]**

The U.S. government really cares about the Chinese community. I've lived here for many years, and nothing changed: classrooms are overcrowded, and traffic is jammed.

**[Notes on adaptation]**

1. Use Chinese colloquial expressions for some phrases in this statement.

**CHINESE SPEAKING IWR**

That is exactly why everyone needs to be counted, so the government can distribute funds to areas in most need. Participating in the Census helps you and the [Specific Ethnicity] community! If [Specific Ethnicity] don't participate in the Census, the government will not have the information needed to allocate funds for programs and services that you and other [Specific Ethnicity] people may need. For example, federal funding can help build or improve community centers, schools, hospitals, roads, and services for children and the elderly.

Everyone, including you and me, are **required by law** to participate in the Census. Here is more information about this. [Hand R the Security Warning Statement Card<sup>1</sup>. Camera to zoom in on the content of the card for 3 seconds.].

**[Chinese version]**

所以呀，大家都应该参加人口普查，那样政府才能把资金分配给最需要的地方。参加人口普查可以帮助您自己和华人社

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区。如果华人不参加人口普查，政府就没有所需要的信息去分配资金，来为您和华人社区提供服务项目。比如政府资金可以帮助或改进社区服务中心、学校、医院、公路、和为孩子和老年人服务项目等等。

**法律规定**每个人，包括您和我，都要参加人口普查。这是关于这个法律的更多信息。

[Hand R the Security Warning Statement Card <sup>2</sup>. Camera to zoom in on the content of the card for 3 seconds].

**[Back translation]**

That is exactly why everyone needs to participate in the census, so the government can distribute funds to areas in most need. Participating in the Census helps you and the Chinese community! If Chinese people don't participate in the Census, the government will not have the information needed to allocate funds to provide programs and services that you and other Chinese people may need. For example, federal funding can help build or improve community centers, schools, hospitals, roads, and services for children and the elderly, etc.

**The law requires** that everyone, including you and me, to participate in the Census. Here is more information about this law.

**[Notes on adaptation]**

1. Add a transition phrase in the beginning for emphasis.
2. Use Chinese sentence structure (e.g., change passive voice structure to active voice structure).

**RESPONDENT**

[Has a concerned look]

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<sup>2</sup>美国法律要求人口普查局严格保密您所提供的资料。这就是说人口普查局不能泄露任何可能识别您个人的资料。美国人口普查局的所有工作人员都经宣誓，如果他们泄露任何能够识别您或您住户的资料，他们会受到监禁或罚款，或是即监禁又罚款。您所提供的资料仅是用于统计目的。根据《美国法典》第十三章（第 9, 141, 193, 214, 221 节）要求，法律规定您必须提供人口普查所要求的资料。依据 2015 年联邦增强网络安全法案，通过监察传输您资料的系统，来确保您个人资料受到保护，避免网络安全风险。请上网 [www.census.gov](http://www.census.gov)，并点击该网页下方的“Data Protection and Privacy Policy”来了解更多有关我们保护隐私和资料的政策。人口普查局非常感谢您的帮忙与合作。如果某项问卷调查没有显示管理和预算办公室（OMB）的有效批文号，受访者不必参与和提供任何资料。2017 年人口普查测试的 OMB 有效批文号是 OMB No. xxxx-xxxx；有效日期是 xx/xx/xxxx。如果您对这项问卷调查有任何意见，请将意见寄到 Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233。也可以用电子邮件寄出您的意见，电子邮件地址是 [2020.census.paperwork@census.gov](mailto:2020.census.paperwork@census.gov)，请在题目栏上注明 "Paperwork Reduction Project xxxx-xxxx"。

Hm...what, it is required by law?

**[Chinese version]**

噢，什么，这是法律规定的呀？

**[Back translation]**

Oh, ...what, it is required by law?

### **CHINESE SPEAKING IWR**

[Assuring] Yes, it is. The law also protects your privacy and keeps your answers confidential. The Census questionnaire is easy, important, and safe. The questions take approximately 10 minutes to complete.

**[Chinese version]**

[Assuring] 是的。同时法律也会保护您个人的隐私，保证您个人资料得到保密。人口普查问题很简单，但是很重要。大概十分钟就可以做完。

**[back translation]**

[Assuring] Yes, it is. At the same time, the law also protects your privacy and keeps your personal information confidential. The Census questions are very simple, but very important. It takes approximately 10 minutes to complete.

### **[Notes on adaptation]**

1. Use “census questions” instead of “questionnaire”.
2. Use “your personal information” instead of “answers”.

### **RESPONDENT**

[Pauses and hesitates for a few seconds]

### **CHINESE SPEAKING IWR**

May I please ask, do you live here at [ADDRESS]?

请问，您是住在[ADDRESS]这个地址的吗？

May I please ask, do you live here at [ADDRESS]?



***A4-4. Chinese: Low Engagement Video Script***

## Video Script

### Messages to Overcome Low Engagement

#### Scene summary:

A Chinese speaking Census interviewer visits a Chinese-speaking household. The Chinese householder is not interested in participating in the Census because (s)he is not engaged. The conversation takes place in Chinese.

- INTERVIEWER = IWR
- RESPONDENT = R

#### Non-verbal behaviors

Characters	Appearance	Props	Non-verbal behavior
Census IWR	<ul style="list-style-type: none"> <li>• Wear “business casual” attire (avoid clothing that’s too casual such as shorts, jeans, t-shirts, flip flops, etc. or too formal such as black suit and tie.)</li> <li>• Maintain a neat physical appearance (don’t wear excessive jewelry, outrageous haircut, makeup, or facial hair; tie hair if it’s very long for tidiness)</li> <li>• Wear comfortable shoes</li> <li>• Prominently display Census ID</li> </ul>	<ul style="list-style-type: none"> <li>• Census logo bag</li> <li>• Printed materials (Show Card, Language ID flashcard)</li> <li>• Do not rummage inside the bag (may appear threatening).</li> <li>• Census ID badge</li> <li>• Pen</li> <li>• <i>Handheld device</i></li> </ul>	<ul style="list-style-type: none"> <li>• Be friendly, but not overly dramatic with facial expression, gesture, or eye contact)</li> </ul> <p>[if interviewer feels comfortable]</p> <ul style="list-style-type: none"> <li>• Be sensitive to cultural norms of the community, such as: accepting invitation to enter R’s house after establishing rapport; taking off shoes when entering a house; accepting offer for a drink, etc.</li> <li>• Be respectful, such as bowing (if culturally appropriate)</li> </ul>
Respondent	<ul style="list-style-type: none"> <li>• No restrictions other than wearing comfortable homewear.</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

#### Verbal behaviors

- Appear fluent in the introduction. Amateur actor playing the interviewer should have the introduction memorized.
- Use culturally appropriate politeness terms, such as “usted” in Spanish, “Вы” in Russian, 您 in Chinese.
- Use titles and address terms, such as “teacher” in Korean.
- Monitor linguistic cues to signal shared common ground (e.g., switching to the dialect that R uses), if culturally appropriate.

**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

**CHINESE SPEAKING IWR**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck or clipped to the lapel/collar area). Rings the doorbell or knocks on the door and waits. If the property has a screen door, does not prop it open.]

[No response from the household after 10 seconds, then IWR knocks on the door again]

Hello/good morning/good afternoon/good evening, is there anybody home?

**[Chinese version]**

Hello, 有人在家吗?

**[Back translation]**

Hello, is there anybody home?

**[Notes on adaptation]**

1. Keep the word “hello” in English in this context.

**RESPONDENT**

[Behind the door]

Who is there?

**[Chinese version]**

谁呀?

**[Back translation]**

Who is this?

**CHINESE SPEAKING IWR**

[In a clear voice]

I’m from the US Census Bureau.

**[Chinese version]**

我是美国人口普查局的。

**[Back translation]**

I'm from the US Census Bureau.

**RESPONDENT**

[Opens the door]

Yes?

**[Chinese version]**

什么事呀？

**[Back translation]**

What is it?

**CHINESE SPEAKING IWR**

Hello/good morning/good afternoon/good evening.

Sorry to bother you.

My name is XXX and I work for the U.S. Census Bureau. Here is my ID.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

The U.S. Census Bureau is conducting a nationwide Census right now and I am here to complete a Census questionnaire for [ADDRESS]. Every ten years the United States government conducts a Census, which is a questionnaire to count **everyone** who is living in the United States.

May I please ask, do you live here at [ADDRESS]?

**[Chinese version]**

哦，您好！

对不起，打扰您了。

我为美国人口普查局工作。我姓张，这是我的工作证。

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure

the ID is visible to the respondent during the rest of the interactions.]

您知道吗，美国政府每隔十年进行一次人口普查，通过人口普查表来统计所有居住在美国的人。现在人口普查局正在进行全国人口普查。我今天来，是帮助在[ADDRESS]这个地址的人填写人口普查表。

**[Back translation]**

Oh, Hello!

Sorry to bother you.

I work for the U.S. Census Bureau. My last name is XXX, and here is my work ID.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

Do you know every ten years the United States government conducts a Census. It is done through a census form to count **everyone** who is living in the United States. Right now the U.S. Census Bureau is conducting a nationwide Census. I am here to help people living in this [ADDRESS] to complete a Census form.

May I please ask, do you live here at [ADDRESS]?

**[Notes on adaptation: ]**

1. Use last name for self introduction.
2. Change sentence order in a few sentences to make it flow better
3. Use shorter sentences.
4. Use “census form” instead of “questionnaire” to make it simple.

**RESPONDENT**

Yes, I live here. But I don't have time for any questionnaire. I just got home from work.

**[Chinese version]**

我是住在这里，不过我没有时间做什么人口普查表。我才下班回来。

**[Back translation]**

I live here, but I don't have time to complete any census form. I just got home from work.

### **CHINESE SPEAKING IWR**

The Census questionnaire takes only approximately 10 minutes and the questions are easy. Your participation is very important because the results from the Census will be used to help the [Specific Ethnicity] community to get its fair share of federal funding for many programs and services.

#### **[Chinese version]**

人口普查表的问题很简单，大概只要十分钟就行了。您的参与非常重要，因为人口普查的结果是用来帮助华人社区获得公平的政府经费，来建立各种服务项目。

#### **[Back translation]**

The census questions are very simple. It takes about ten minutes. Your participation is very important, because the results from the Census will be used to help the Chinese community to get its fair share of federal funding for many programs and services.

### **RESPONDENT**

Well, it may be good for the [Specific Ethnicity] community, but it does not sound like I would benefit much out of this. I don't see why I need to complete the questionnaire.

#### **[Chinese version]**

对华人社区可能有帮助，但对我个人可不一定有什么好处。我为什么要填这个表？

#### **[Back translation]**

It may be good for the Chinese community, but it does not sound like it will bring any benefit to me personally. Why do I need to complete this form?

#### **[Notes on adaptation:]**

1. Use Chinese way of expressing ideas in the sentences.

### **CHINESE SPEAKING IWR**

[Speaks confidently and keeps eye contact]

The government needs data from the Census to plan and provide services and benefits that you and your neighbors may need. For

example, federal funding can help build or improve community centers, schools, hospitals, roads, and services for children and the elderly.

So it is very important that everyone participates in the census! Your participation will help yourself, your neighbors, and the [Specific Ethnicity] community!

**[Chinese version]**

[Speaks confidently and keeps eye contact]

因为政府需要用人口普查的结果来制定计划，为您和华人社区提供所需要的服务和福利。比如联邦资金可以帮助或改进建立社区服务中心、学校、医院、公路、和为孩子和老年人服务项目等等。

所以人口普查非常重要，而且必须人人参加！您参加了，就是帮了自己，也帮了华人社区！

**[Back translation]**

This is because the government needs data from the Census to make plans to provide services and benefits that you and the Chinese community may need. For example, federal funding can help build or improve community centers, schools, hospitals, roads, and services for children and the elderly.

So the Census is very important. And everyone must participate in the census! Your participation will help yourself, and the Chinese community!

**[Notes on adaptation]**

1. Add a transition phrase in the beginning of the statement to address what is said by the respondent.
2. Delete the wording “your neighbor” and add “Chinese community because for Chinese, the concept of “neighbor” is not that important. But the concept of “Chinese community” is important.

**RESPONDENT**

But I am not a U.S. citizen, so I don't think I should do it.

**[Chinese version]**

可我又不是美国公民，我不需要参加美国人口普查的。

**[Back translation]**

But I am not a U.S. citizen, so I don't need to participate in the U.S. Census.

**[Notes on adaptation]**

1. Add the wording "U.S. Census" to specify that the respondent doesn't think he should participate in the U.S. census.

**CHINESE SPEAKING IWR**

[States it clearly and slowly while making eye contact with R]

The Census needs to count all persons who live in the United States, regardless of their citizenship or their immigration status. Even though you are not a U.S. citizen, because you live in the United States, you are required by the U.S. law to participate in it. And the law also protects your privacy and keeps your answers confidential. Here is more information about this.

[Hands R the Security Warning Statement<sup>1</sup>. Camera to zoom in on the content of the card for 3 seconds.]

**[Chinese version]**

[States it clearly and slowly while making eye contact with R]

人口普查需要统计每个居住在美国的人，不管是不是美国公

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<sup>1</sup> The Census Bureau is required by U.S. law to keep your answers confidential. This means that the Census Bureau will never release your responses in any way that could identify you. All U.S. Census Bureau employees have taken an oath of confidentiality and are subject to a jail term, a fine, or both, if they disclose ANY information that could identify you or your household. Your answers will be used only for statistical purposes. You are required by law to provide the information requested. These federal laws are found in the United States Code, Title 13 (Sections 9, 141, 193, 214, and 221). Per the Federal Cyber security Enhancement Act of 2015, your data are protected from cybersecurity risks through screening of the systems that transmit your data. To learn more about our privacy policy and data protection, please visit our Website at [www.census.gov](http://www.census.gov) and click on "Data Protection and Privacy Policy" at the bottom of the home page. Thank you for your cooperation. The Census Bureau appreciates your help. Respondents are not required to respond to any information collection unless it displays a valid approval number from the Office of Management and Budget (OMB). The approval number for the 2017 Census Test is OMB No. xxxx-xxxx; and this approval expires xx/xx/xxxx. Send any comments concerning this collection to Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233. Or email your comments to <2020.census.paperwork@census.gov> and use "Paperwork Reduction Project xxxx-xxxx" as the subject.



民，或者有什么样的身份。虽然您不是美国公民，但是因为您目前居住在美国，所以美国法律规定您必须参加人口普查。同时法律也会保护您个人的隐私，保证您个人资料得到保密。这是有关这个法律的更多信息。

[Hand R the OMB information Show Card<sup>2</sup>. Camera to zoom in on the content of the card for 3 seconds.]

**[Back translation]**

The Census needs to count everyone who lives in the United States, regardless of their citizenship or their immigration status. Even though you are not a U.S. citizen, because you currently live in the United States, the U.S. law requires you to participate in the Census. And at the same time, the law also protects your privacy and keeps your personal information confidential. Here is more information about this. [Hand R the OMB information Show Card].

**[Notes on adaptation]**

1. Use Chinese sentence structure (e.g., change passive voice into active voice structure)
2. Use “personal information” instead of “answers” in this context to make it clear.

**RESPONDENT**

[Glances at the card]

I didn't realize the Census is required by law...

[Seems to become engaged but provides another soft refusal]

But I have more important things to do; I don't have time for this!

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<sup>2</sup> 美国法律要求人口普查局严格保密您所提供的资料。这就是说人口普查局不能泄露任何可能识别您个人的资料。美国人口普查局的所有工作人员都经宣誓，如果他们泄露任何能够识别您或您住户的资料，他们会受到监禁或罚款，或是即监禁又罚款。您所提供的资料仅是用于统计目的。根据《美国法典》第十三章（第 9, 141, 193, 214, 221 节）要求，法律规定您必须提供人口普查所要求的资料。依据 2015 年联邦增强网络安全法案，通过监察传输您资料的系统，来确保您个人资料受到保护，避免网络安全风险。请上网 [www.census.gov](http://www.census.gov)，并点击该网页下方的“Data Protection and Privacy Policy”来了解更多有关我们保护隐私和资料的政策。人口普查局非常感谢您的帮忙与合作。如果某项问卷调查没有显示管理和预算办公室（OMB）的有效批文号，受访者不必参与和提供任何资料。2017 年人口普查测试的 OMB 有效批文号是 OMB No. xxxx-xxxx；有效日期是 xx/xx/xxxx。如果您对该项问卷调查有任何意见，请将意见寄到 Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233。也可以用电子邮件寄出您的意见，电子邮件地址是 [2020.census.paperwork@census.gov](mailto:2020.census.paperwork@census.gov)，请在题目栏上注明“Paperwork Reduction Project xxxx-xxxx”。

**[Chinese version]**

噢，我不知道人口普查是法律规定的 ...

不过我还有其它事情，真的没时间做这个！

**[Back translation]**

Oh, I didn't know the census is required by law ...

But I have other things to do; I don't have time for this!

**[Notes on adaptation]**

1. Use "other things" instead of "important things" to avoid sounding confrontational.

**CHINESE SPEAKING IWR**

I understand you are busy. I won't take up a lot of your time. I don't have to go inside your house, we can complete the questionnaire right here. It takes only approximately 10 minutes to complete. Your participation will help me do my job, could you please help me?

**[Chinese version]**

我知道您很忙，但不需要很多时间，这个普查表大概十分钟就可以做完。我们不用进屋去做，在这里做就行了。就算您帮帮我吧，谢谢您帮忙！

**[Back translation]**

I know you are very busy, but I won't take up a lot of your time. It takes only approximately 10 minutes to complete the census form. We don't have to go inside your house, we can do it right here. It will help me do my job. Thank you for helping me.

**[Notes on adaptation]**

1. Re-order some sentences to make it flow better in Chinese.
2. Use Chinese way of expressing appreciation.

**RESPONDENT**

[Frowns to show slight grudgingness, but willing]

Low Engagement (Chinese)

Alright.

**[Chinese version]**

那好吧。

**[Back translation]**

Alright.

## **Appendix A5: Adapted Korean Video Scripts**

***A5-1. Korean: Language Barrier Video Script***

## Video Script

### Messages to Reduce Language Barrier

#### Scene summary:

A Census interviewer visits a non-English speaking household. The interviewer does not speak the respondent's language (Korean) and uses the Language ID Flashcard. The interviewer speaks in English in this dialogue.

- INTERVIEWER = IWR
- RESPONDENT = R

#### Non-verbal behaviors

Characters	Appearance	Props	Non-verbal behavior
Census IWR	<ul style="list-style-type: none"><li>• Wear “business casual” attire (avoid clothing that’s too casual such as shorts, jeans, t-shirts, flip flops, etc. or too formal such as black suit and tie.)</li><li>• Maintain a neat physical appearance (don’t wear excessive jewelry, outrageous haircut, makeup, or facial hair; tie hair if it’s very long for tidiness)</li><li>• Wear comfortable shoes</li><li>• Prominently display Census ID</li></ul>	<ul style="list-style-type: none"><li>• Census logo bag</li><li>• Printed materials (Show Card, Language ID flashcard)</li><li>• Do not rummage inside the bag (may appear threatening).</li><li>• Census ID badge</li><li>• Pen</li><li>• Handheld device</li></ul>	<ul style="list-style-type: none"><li>• Be friendly, but not overly dramatic with facial expression, gesture, or eye contact</li></ul> <p><i>[if interviewer is familiar with the specific cultural norms]</i></p> <ul style="list-style-type: none"><li>• Be respectful, such as bowing (if culturally appropriate)</li><li>• Be sensitive to cultural norms of the community, such as: accepting invitation to enter R’s house after establishing rapport; taking off shoes when entering a house; accepting offer for a drink, etc.</li></ul>
Respondent	<ul style="list-style-type: none"><li>• No restrictions other than wearing comfortable homewear.</li></ul>	<ul style="list-style-type: none"><li>• None</li></ul>	<ul style="list-style-type: none"><li>• None</li></ul>

#### Verbal behaviors

- Appear fluent in the introduction. Amateur actor playing the interviewer should have the introduction memorized.

*If interviewer speaks the target language:*

- Use culturally appropriate politeness terms, such as “usted” in Spanish, “Вы” in Russian, 您 in Chinese.
- Use titles and address terms, such as “teacher” in Korean.
- Monitor linguistic cues to signal shared common ground (e.g., switching to the dialect that R uses), if culturally appropriate.

**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

**CENSUS IWR**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck or clipped on the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.]

**RESPONDENT**

[Opens the door and looks at the IWR suspiciously through the half open door]

**CENSUS IWR**

Hello/good morning/good afternoon/good evening. <Optional>  
Sorry to bother you. My name is XXX and I work for the U.S.  
Census Bureau. Here is my ID.

[Shows Census ID for 5 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

The Census Bureau is conducting a nationwide Census...

**RESPONDENT**

[Interrupts and uses non-verbal behavior to show “not interested, please go away”. For example, in some cultures people would wave their hand vigorously.]

No English.

[아무 말 없이 몸짓으로 관심없다, 저리 가라는 표현을 한다. 손을 양옆으로 흔들고 나서 시선은 옆으로 비끼며 저리 가라고 손짓을 한다]

노 잉글리시.

**[Back translation]**

[Interrupts. Wave hands left and right and look aside and wave one hand from inside to outside to mean “go away”]

No English.

**[Notes on adaptation: ]**

1. Use a little different gesture to be appropriate for Korean cultures

**CENSUS IWR**

That’s ok. Let me show you something.

[Locates the Language ID Flashcard from the printed materials on hand.]

Please look at this card.

[Points to IWR’s eyes first and points to the card.]  
and point to me your language.

**RESPONDENT**

[Gets out of house and stand in front of the closed door]

**CENSUS IWR**

[Hands the Language ID Flashcard to R and stands right next to R. Both IWR and R faces the camera.]

[R slowly scans the right column of the first page from top to bottom with index finger or hand]

[면접원이 손을 이용해 천천히 오른쪽 칼럼에 쓰여진 부분을 위에서부터 아래로 짚어 내려간다]

**[Back translation]**

[R slowly scans the right column of the first page from top to bottom with hand]

Let's take a look at this together. What is your language?

**[Notes on adaptation: ]**

1. Use "hand"

*IF LANGUAGE IS NOT ON THE PAGE, REPEAT THE FOLLOWING SCENES:*

**RESPONDENT**

[Looks at what IWR and shakes head left and right] No.

**CENSUS IWR**

[Turns to the next page while the card is still in R's hand.]

Okay. Let's look at the next page.

**RESPONDENT**

[Culturally appropriate non-verbal behavior to indicate affirmation, such as nodding]

[Points to the language]

Yes.

[Says in the target language the name of the language as shown on the card]

[NAME OF LANGUAGE IN THE TARGET LANGUAGE]

[고개를 끄덕인다]

여기

[카드에 나와 있는 언어의 이름을 한국말로 한다]

한국어!

**[Back translation]**

[Nodding head]

Here

[Says the name of language shown on the card in Korean]

Korean!



**[Notes on adaptation: ]**

1. Use “Here” instead of “Yes” to be more natural in the Korean culture/language

**CENSUS IWR**

Thank you!

[Points to the language on the card, which is shown in both English and Korean]

KO-RE-AN is your language, right?

**RESPONDENT**

[Culturally appropriate non-verbal behavior to indicate positivity, such as smiling]

Yes!

[작은 미소를 지으면서 고개를 끄덕인다.]

Yes!

**[Back translation]**

[Smile and nod head]

Yes!

**[Notes on adaptation: ]**

1. Smile and nod to confirm the language.

**CENSUS IWR**

Okay. Thank you again. Look at this please.

[Points to the box next to the language]

**RESPONDENT**

[Shakes head left and right]

No.

아니...

**[Back translation]**

No...

**CENSUS IWR**

No one here speaks English? Could you give me your phone number?

[Gesture for phone and point to smartphone]

**RESPONDENT**

[Hesitates for 2 seconds. Looks at the IWR and her ID, appearing undecided.]

**CENSUS IWR**

[Culturally appropriate non-verbal behavior to indicate assurance, such as smiling, nodding affirmatively, etc.]

<Optional> Please.

**RESPONDENT**

Okay.

**CENSUS IWR**

[IWR launches Language Phone instrument by swiping with finger and tapping on the screen. The video does not show the screen. IWR then holds the device to the respondent to type in the phone number.]

**RESPONDENT**

[R types in his number]

[555-555-5555 를 입력한다]

**[Back translation]**

[R types 555-555-5555]

**[Notes on adaptation: ]**

1. We just provided the number to save time think about what numbers to enter.

**CENSUS IWR**

Thank you. Another Census interviewer who speaks Korean will contact you. Thank you again!

[Waves good-bye]

Good Bye!

***A5-2. Korean: Unaware Video Script***

## Video Script

### Messages to Inform and Persuade Unacquainted/Insulated/Headnodder Households

#### Scene summary:

**A Korean speaking Census interviewer visits a Korean speaking household. The Korean speaker is unaware of the Census.**

- INTERVIEWER = IWR
- RESPONDENT = R

#### Non-verbal behaviors

Characters	Appearance	Props	Non-verbal behavior
Census IWR	<ul style="list-style-type: none"> <li>Wear “business casual” attire (avoid clothing that’s too casual such as shorts, jeans, t-shirts, flip flops, etc. or too formal such as black suit and tie.)</li> <li>Maintain a neat physical appearance (don’t wear excessive jewelry, outrageous haircut, makeup, or facial hair; tie hair if it’s very long for tidiness)</li> <li>Wear comfortable shoes</li> <li>Prominently display Census ID</li> </ul>	<ul style="list-style-type: none"> <li>Census logo bag</li> <li>Printed materials (Show Card, Language ID flashcard)</li> <li>Do not rummage inside the bag (may appear threatening).</li> <li>Census ID badge</li> <li>Pen</li> <li><i>Handheld device</i></li> </ul>	<ul style="list-style-type: none"> <li>Be friendly, but not overly dramatic with facial expression, gesture, or eye contact)</li> </ul> <p>[if interviewer is familiar with the culture]</p> <ul style="list-style-type: none"> <li>Be sensitive to cultural norms of the community, such as: accepting invitation to enter R’s house after establishing rapport; taking off shoes when entering a house; accepting offer for a drink, etc.</li> <li>Be respectful, such as bowing (if culturally appropriate)</li> </ul>
Respondent	<ul style="list-style-type: none"> <li>No restrictions other than wearing comfortable homewear.</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>

#### Verbal behaviors

- Appear fluent in the introduction. Amateur actor playing the interviewer should have the introduction memorized.
- Use culturally appropriate politeness terms, such as “usted” in Spanish, “Вы” in Russian, 您 in Chinese.
- Use titles and address terms, such as “teacher” in Korean.
- Monitor linguistic cues to signal shared common ground (e.g., switching to the dialect that R uses), if culturally appropriate.

**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

**BACKGROUND: 주택의 앞, 문이 닫혀 있음**

**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

**KOREAN SPEAKING IWR**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck or clipped on the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.]

[문 앞으로 걸어간다. 면접원은 어깨에 센서스 가방을 매고, 손에는 스마트폰과 프린트된 종이를 들고 있으며, 센서스 아이디가 확실히 보임 (목이 걸거나 센서스 ID 를 옷 등에 부착) 문을 노크한 후 기다린다. 스크린 도어가 있을 경우, 열지 않도록 한다.]

**[Back translation]**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck or clipped on the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.]

**RESPONDENT**

[Opens the door]

Yes?

[문을 연다]

누구세요?

**[Back translation]**

[Opens the door]

Who are you?

**KOREAN SPEAKING IWR**

Hello/good morning/good afternoon/good evening. <Optional>

Sorry to bother you. My name is XXX and I work for the U.S.

Census Bureau. Here is my ID.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

The US Census Bureau is conducting a nationwide Census right now and I am here to complete a Census questionnaire for [ADDRESS].

May I please ask, do you live here at [ADDRESS]?

안녕하세요. 잠시 실례 좀 하겠습니다. 저는 미국 인구

조사국에서 일하는 xxx 입니다. 여기 제 신분증이구요.

[5 초 동안 어깨 정도 높이에 신분증을 들어 응답자가 확인할 수 있도록 보여준다. 비디오 내내 응답자에게 면접원의 신분증이 보일 수 있도록 한다.]

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저는 이 주소에 대해 센서스 조사를 하려고 왔는데요.

355 Main Street 에 사는 분이신가요?

**[Back translation]**

Hello. Let me excuse you for a minute. I am XXX from the U.S.

Census Bureau. Here is my ID.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

The US Census Bureau is currently conducting a nationwide Census population survey. I came to do the Census survey for this address.

Are you the one who lives at 355 Main Street?

**[Notes on adaptation: ]**

1. Use “hello” only.
2. Use “let me excuse you for a minute” which is similar to “sorry to bother you”
3. Add appropriate words to show respect respondent.
4. Call “Census” as “Census [transliteration] population survey” which is the official translation to hint what it is.
5. Use “do the census [transliteration] survey” instead of “complete the questionnaire” which is more appropriate way of Korean expression. “Do” verb is used very often in Korean since it is regarded as a context language where the meaning is determined in the context. This is very natural expression in situations like this.

**RESPONDENT**

What is this about?

이게 뭐에 관한 건데요?

**[Back translation]**

What is this about?

**KOREAN SPEAKING IWR**

[In a reassuring tone]

Every ten years the United States government conducts a Census, which is a questionnaire to count **everyone** who is living in the United States. The Census is very important. The results

from the Census will be used to help each community to get its fair share of federal funding for many programs and public services.

[확신에 찬 음성으로]

미국 정부에서는 10 년에 한번씩 미국 내에 살고 있는 **모든** 사람들의 수를 세는 인구 센서스를 실시하고 있습니다. 이 센서스를 통해서 각 지역 사회가 필요로 하는 여러 서비스에 대한 정부 지원을 공평하게 결정하기 때문에 아주 중요한 거예요.

[Back translation]

[In a reassuring tone]

The U.S. government conducts a population census which is to count **everyone** who is living in the U.S every ten years. Government funding which supports various services that each local community needs will be determined fairly according to the census results. So (the census) is very important.

[Notes on adaptation:]

1. Add a transition phrase in the first sentence.
2. Call “Census” as “Population Census [transliteration]” to hint what it is. This omits “survey” part from the previous mention.
3. The last two sentences are combined to make it fit Korean way of expression.
4. Last sentence order is changed to sound more appropriate and natural for the Korean language.

#### RESPONDENT

Why do they count people? I don’t understand why it is that important.

사람 수를 세는 게 왜 그렇게 중요한 지 잘 모르겠는데요.

[Back translation]

I don’t understand why counting people is that important.

[Notes on adaptation:]

1. Two sentences are combined into one to fit Korean way of expression.

#### KOREAN SPEAKING IWR

It is important because the U.S. government uses the information to make plans and policy decisions about the programs and services for each community. So it is very important to have an accurate count of people in the Census. For example, federal funding can help improve services to the elderly if the Census counts shows there are many elderly in this area. Federal funding can also help build or improve community centers, schools, hospitals, roads, and services for children and the elderly.

[Speaks confidently]

So it is very important that everyone participates in the census! Your participation will help yourself, your neighbors, and the [Specific Ethnicity] community!

미국 정부는 이 정보를 사용해서 각 지역사회가 필요로 하는 프로그램이나 서비스를 결정해요. 그래서 정확한 인구 수를 세는 것은 아주 중요해요. 예를 들어서, 센서스에서 이 지역 노인 인구가 많다는 결과가 나오면, 노인 서비스를 위한 연방 예산이 책정되고요. 그런 식으로 지역 복지 센터나, 학교, 병원, 도로를 짓는다든지, 아동을 위한 서비스 개선도 하구요.

[확신에 찬 목소리로]

그래서, 개개인 모두가 센서스에 참여하는 것은 아주 중요합니다! 선생님의 참여는 본인과, 이웃, 나아가 미국에 사는 한국분들에게 모두 도움을 주게 됩니다.

**[Back translation]**

The U.S. government decides programs or services that each local community needs using this information. For example, if the census results tell there is a large senior population, federal funding for senior service will be allotted. Likewise, they build community centers, schools, hospitals, roads, and improve service for children.

[In a confident voice]

So, it is very important that every individual participates in the census! Your participation will help yourself, your neighbors, and furthermore Koreans who are living in the U.S.

**[Notes on adaptation:]**

1. First sentence order is changed to flow better in Korean.
2. Use shorter sentence to help understanding.



3. Add transitional word “likewise” to sound natural.
4. Add “furthermore” to indicate natural progress from yourself, your neighbors, and furthermore Koreans.

**RESPONDENT**

Okay. So, what do I need to do?

아. 그래요. 그럼 제가 뭘 해야하죠?

**[Back translation]**

I see. Then, what should I do?

**KOREAN SPEAKING IWR**

I will ask you questions from the Census questionnaire, and please give me the answers to those questions. May I please ask, do you live here at [ADDRESS]?

제가 센서스 질문을 드리면, 그걸 답하시면 되구요. 355 Main Street 에 사시는 게 맞지요?

**[Back translation]**

When I give you census questions, you should answer them. You live at 355 Main Street, right?

**RESPONDENT**

Yes. But I don't speak English very well and I am not sure I can complete the questionnaire well.

네 맞아요. 근데 저 영어를 잘 못해서...질문에 잘 답을 할 수 있을지 모르겠는데...

**[Back translation]**

Yes, right. However, I don't speak English well...so I am not sure if I can answer the questions well....

**KOREAN SPEAKING IWR**

The Census questionnaire is in [target language] and I will help you. The Census questions are easy. We just need to know how many people live in the household and some basic information about them, such as their sex, age, etc.

설문지는 한국어로 되어 있고 제가 도와 드릴거예요. 또 굉장히 쉬운, 몇 명이 이 집에 살고 있는지, 성별이나 나이 같은 아주 기본적인 질문들이예요.

**[Back translation]**

The questionnaire is prepared in Korean and I will help you. The questions are very easy and basic such as how many people live in this house, sex and age.

**[Notes on adaptation:]**

1. Last sentence order is changed to flow better in Korean.

**RESPONDENT**

That is still our private information!

그거 다 개인 정보 아닌가요?

**[Back translation]**

Isn't that all personal information?

**KOREAN SPEAKING IWR**

All the data are grouped together, and presented in statistical format so others cannot tell what you said. This means that the answers that you provide will be kept confidential and your personal information will not be disclosed.

저희가 수집하는 자료들은 모두 합쳐져서 통계 수치로만 사용되기 때문에 개인이 어떤 응답을 했는지 알 수가 없어요. 그래서 선생님의 응답과 신상 정보는 철저히 비밀로 보호되고, 외부로 공개되지 않습니다.

**[Back translation]**

The data we collect will be grouped together and used as a statistical number so (people) cannot know which individuals answer what. So, your response and person identifying information would be kept strictly confidential and will not be disclosed outside.

**[Notes on adaptation:]**

1. Use "statistical number" instead of "statistical format" to ease translation
2. Use "person identifying information" to mean personal information since this is a typical word to refer to personal/private information in Korean.
3. Add "strictly" to emphasize confidentiality.

**RESPONDENT**

Can you talk to my neighbors instead? I think they would be willing to answer your questions.

그냥 저기 우리 옆집 사람들하고 하시면 안될까요? 그

사람들이 더 잘해 줄 것 같은데....

**[Back translation]**

Could you just do it with our neighbors? I think they would do this better....

**[Notes on adaptation:]**

1. Use “do” instead of “talk” to be appropriate for Korean language. “Do” verb is used very often in Korean since it is regarded as a context language where the meaning is determined in the context. This is very natural expression in situations like this.

**KOREAN SPEAKING IWR**

Everyone, including you and me, are **required by law** to participate in the Census. Your neighbors will have to answer about their household, too. And the law also protects your privacy and keeps your answers confidential. Here is more information about this.

[Hands R the Security Warning Statement<sup>1</sup>. Camera to zoom in on the content of the card for 3 seconds.].

센서스 참여는 저와 선생님을 포함한 모든 사람들에게 법에  
규정된 의무이기 때문에요, 옆집 분들도 어차피 하셔야 해요.

선생님의 프라이버시와 개인 정보 역시 법에 의해  
보호됩니다. 여기 보시면 관련 정보가 자세히 나와 있어요.

[OMB 정보 카드를 응답자에게 전해 준다].

**[Back translation]**

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<sup>1</sup> The Census Bureau is required by U.S. law to keep your answers confidential. This means that the Census Bureau will never release your responses in any way that could identify you. All U.S. Census Bureau employees have taken an oath of confidentiality and are subject to a jail term, a fine, or both, if they disclose ANY information that could identify you or your household. Your answers will be used only for statistical purposes. You are required by law to provide the information requested. These federal laws are found in the United States Code, Title 13 (Sections 9, 141, 193, 214, and 221). Per the Federal Cybersecurity Enhancement Act of 2015, your data are protected from cybersecurity risks through screening of the systems that transmit your data. To learn more about our privacy policy and data protection, please visit our Website at [www.census.gov](http://www.census.gov) and click on “Data Protection and Privacy Policy” at the bottom of the home page. Thank you for your cooperation. The Census Bureau appreciates your help. Respondents are not required to respond to any information collection unless it displays a valid approval number from the Office of Management and Budget (OMB). The approval number for the 2017 Census Test is OMB No. xxxx-xxxx; and this approval expires xx/xx/xxxx. Send any comments concerning this collection to Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233. Or email your comments to <2020.census.paperwork@census.gov> and use "Paperwork Reduction Project xxxx-xxxx" as the subject.

Census participation is a legal obligation for everyone including you and me. So, your neighbor should do it anyway. Your privacy and personal information will also be protected by law. If you read this, you can find relevant information in more detail.  
[Hand the OMB information Show Card]

**[Notes on adaptation]**

1. Use “Census [transliteration]” to translate Census. Since this term was used often in the previous mentions, this shortened transliteration would communicate the meaning clearly and concisely.
2. Re-ordered some sentences to make it flow better in Korean

**RESPONDENT**

[Glances at the card but does not read carefully]

Wow, okay, I guess I have to do this. But how long does it take? I am not sure I have the time today.

[카드를 대충 보지만 주의 깊게 읽지는 않는다]

어유...제가 그냥 해야겠네요. 근데 얼마나 걸려요? 오늘 이거 할 시간이 있는지 모르겠는데.

**[Back translation]**

[Glances at the card but does not read carefully]

Hm.....I guess I just have to do this. But how long does it take? I'm not sure if I have the time to do this today.

**KOREAN SPEAKING IWR**

I understand you are busy. I can come back later when it is more convenient for you. I won't take up a lot of your time though. The Census questionnaire takes approximately 10 minutes to complete.

바쁘시면, 제가 편한 시간에 다시 올 수도 있어요. 근데, 그리 오래 걸리진 않아요. 보통 10 분 정도밖에 안 걸려요.

**[Back translation]**

If you are busy, I can come back when it is convenient for you. However, this will not take long. It usually takes about 10 minutes.

**[Notes on adaptation]**

1. Use “if you are busy” instead of “I understand you are busy” to sound more natural in Korean.
2. Add transitional word to make it sound better.

**RESPONDENT**

Alright. Let's get started then.

I See. Then, let's start now.

Let's go inside so it's more comfortable. [Open the door wide and make an appropriate gesture (i.e., wave hands) to let the interviewer get in] Come on in please.

알았어요. 그럼 지금 시작하죠 뭐.

추우니까 여기 들어와서 하세요. [문을 열어 들어오도록 한다]

**[Back translation]**

It is cold outside so come in and do it here [Open the door and let IWR in]

**[Notes on adaptation]**

1. Suggest no non-verbal behavior other than "opening the door" to be culturally appropriate.

**KOREAN SPEAKING IWR**

Thank you.

감사합니다.

Thank you.

[Steps into the house. If culturally appropriate, takes off shoes]

[신발을 벗고 집으로 들어간다]

**[Back translation]**

[Take off shoes and enter the house]

**[Notes on adaptation]**

1. Suggest "taking off shoes" to be appropriate for the Korean culture

**RESPONDENT**

[Offers food/drink]

I will bring you some [fill in]

따뜻한 물이라도 한 잔 드릴까요?

**[Back translation]**

Would you like to have hot water?

**[Notes on adaptation]**

1. Add "offer water" to be culturally appropriate.

Unaware (Korean)

**KOREAN SPEAKING IWR**

[Accepts offer of food/drink]

Thank you.

네, 감사합니다.

**[Back translation]**

Yes, thank you.

***A5-3. Korean: Fear/Mistrust of Government Video Script***

**Video Script**  
**Messages to Overcome Fear/Mistrust of Government**

**Scene summary:**

The conversation takes place in Korean. A Korean speaking Census interviewer visits a Korean speaking household. Because this is a government questionnaire, the Korean speaker shows two concerns:

1. afraid of dealing with the government (fear of penalties). The respondent would rather remain “anonymous” and not bring attention to him/her because the household may include undocumented people, have too many people living in the same household, or is “isolated”.
2. does not trust what the government says (feels that government is not really trying to help, does not truly honor privacy and confidentiality).

- INTERVIEWER = IWR
- RESPONDENT = R

**Non-verbal behaviors**

Characters	Appearance	Props	Non-verbal behavior
Census IWR	<ul style="list-style-type: none"><li>• Wear “business casual” attire (avoid clothing that’s too casual such as shorts, jeans, t-shirts, flip flops, etc. or too formal such as black suit and tie.)</li><li>• Maintain a neat physical appearance (don’t wear excessive jewelry, outrageous haircut, makeup, or facial hair; tie hair if it’s very long for tidiness)</li><li>• Wear comfortable shoes</li><li>• Prominently display Census ID</li></ul>	<ul style="list-style-type: none"><li>• Census logo bag</li><li>• Printed materials (Show Card, Language ID flashcard)</li><li>• Do not rummage inside the bag (may appear threatening).</li><li>• Census ID badge</li><li>• Pen</li><li>• <i>Handheld device</i></li></ul>	<ul style="list-style-type: none"><li>• Be friendly, but not overly dramatic with facial expression, gesture, or eye contact)</li></ul> <p>[if interviewer feels comfortable]</p> <ul style="list-style-type: none"><li>• Be sensitive to cultural norms of the community, such as: accepting invitation to enter R’s house after establishing rapport; taking off shoes when entering a house; accepting offer for a drink, etc.</li><li>• Be respectful, such as bowing (if culturally appropriate)</li></ul>
Respondent	<ul style="list-style-type: none"><li>• No restrictions other than wearing comfortable homewear.</li></ul>	<ul style="list-style-type: none"><li>• None</li></ul>	<ul style="list-style-type: none"><li>• None</li></ul>

**Verbal behaviors**

- Appear fluent in the introduction. Amateur actor playing the interviewer should have the introduction memorized.
- Use culturally appropriate politeness terms, such as “usted” in Spanish, “Вы” in Russian, 您 in Chinese.
- Use titles and address terms, such as “teacher” in Korean.
- Monitor linguistic cues to signal shared common ground (e.g., switching to the dialect that R uses), if culturally appropriate.



**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

**KOREAN SPEAKING IWR**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck or clipped on the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.]

[문 앞으로 걸어간다. 면접원은 어깨에 센서스 가방을 매고, 손에는 스마트폰과 프린트된 종이들을 들고 있으며, 센서스 아이디가 확실히 보임 (센서스 ID 를 목에 걸거나 옷 등에 부착) 문을 노크한 후 기다린다. 스크린 도어가 있을 경우, 열지 않도록 한다.]

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck or clipped on the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.]

**RESPONDENT**

[Opens the door and looks at the IWR suspiciously through the half open door]

[문을 연 후 반쯤 열린 문 틈 사이로 말없이 면접원을 의심스럽게 쳐다본다]

**[Back translation]**

[Opens the door and looks at the IWR suspiciously through the half open door]

**KOREAN SPEAKING IWR**

Hello/good morning/good afternoon/good evening. <Optional>

Sorry to bother you. My name is XXX and I work for the U.S.

Census Bureau. Here is my ID.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

안녕하세요. 잠시 실례 좀 하겠습니다. 저는 미국 인구

조사국에서 일하는 xxx 입니다. 여기 제 신분증이요.

[3 초 동안 어깨 정도 높이에 신분증을 들어 응답자가 확인할 수 있도록 보여준다. 비디오 내내 응답자에게 면접원의 신분증이 보일 수 있도록 한다.]

**[Back translation]**

Hello. Let me excuse you for a minute. I am xxx from the U.S

Census Bureau. Here is my ID.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

**[Notes on adaptation: ]**

1. Use “hello” only.
2. Use “let me excuse you for a minute” which is similar to “sorry to bother you”

**RESPONDENT**

[The respondent looks afraid when they see the badge, opens his/her eyes more, pulls his/her forehead up, and steps slightly back from the door.]

[면접원의 신분증을 보고 움츠러 든 듯하다. 문 뒤에서 약간 물러난 채 얼굴만 내민다.]

**[Back translation]**

[The respondent looks afraid when seeing the badge. She steps slightly back from the door and only shows the face through the door.]

**KOREAN SPEAKING IWR**

The U.S. Census Bureau is conducting a nationwide Census right now and I am here to complete the questionnaire for [ADDRESS].

인구 조사국은 지금 현재 전국적으로 센서스 인구 조사를 실시하고 있습니다.

저는 355 Main street 에 대해 센서스 조사를 하려고 왔는데요.

**[Back translation]**

The U.S. Census Bureau is currently conducting a nationwide Census. I came to do a Census survey for 355 Main Street.

**[Notes on adaptation: ]**

1. Call “Census” as “Census [transliteration] population survey” in the first mention which is the official translation to hint what it is.
2. Use “do the census [transliteration] survey” instead of “complete the questionnaire” which is more appropriate way of Korean expression. Do” verb is used very often in Korean since it is regarded as a context language where the meaning is determined in the context. This is very natural expression in situations like this.

**RESPONDENT**

[Appears surprised and uncomfortable]

[놀랍고 불편해 하는 듯 보임]

**[Back translation]**

[Appears surprised and uncomfortable.]

인구 조사국에서 저를 왜 찾아오죠?

Why does the Census Bureau need to talk to me?

**[Back translation]**

Why did the Census Bureau come to me?

**[Notes on adaptation: ]**

1. Use Korean way of expression

**KOREAN SPEAKING IWR**

I did not come to this address because of you personally ma'am/sir. Every ten years the United States government conducts a Census, which is a questionnaire to count **everyone** who is living in the United States. It is very important.

선생님 개인을 찾아 온 건 아니고, 이 주소를 찾아 온거예요.  
미국 정부에서는 10 년에 한번씩 미국 내에 살고 있는 **모든**  
사람들의 수를 세는 인구 센서스를 실시하고 있어요. 이게  
굉장히 중요한데요.

**[Back translation]**

I did not come to find an individual person, but came to this address. The U.S. government conducts a population census which is to count **everyone** who is living in the U.S every ten years. This is very important.

**[Notes on adaptation: ]**

1. Use Korean way of expression

**RESPONDENT**

[At this point the respondent looks concerned, closes his/her eyes a little and tilts his/her head.]

Oh, counting people...?

[Appears nervous]

We don't have too many people living here. Why do they count people?

[미간을 찌푸린다.]

음..사람 수를 센다구요?

[긴장된 듯이 보임]

여기 사람 그렇게 많이 안 사는데요. 왜 굳이 사람 수를 세요?

**[Back translation]**

[winkle one's forehead]

Hm...counting people?

[Appears nervous]

Not that many people live here. Why do you have to count

people?

#### KOREAN SPEAKING IWR

This is because the U.S. government uses the information to make plans and policy decisions about the programs and services for each community. So it is very important to have an accurate count of people in the Census.

미국 정부는 이 정보를 사용해서 각 지역사회가 필요로 하는 프로그램이나 서비스를 결정해요. 그래서 정확한 인구 수를 세는 것은 아주 중요합니다.

#### [Back translation]

The U.S. government decides programs or services that each local community needs using this information. So, accurate population count is very important.

#### RESPONDENT

[At this point distrust begins to kick in. The respondent demonstrates a more assertive attitude.]

Government? I don't want the government to know my personal information.

[불신하는 태도를 보이기 시작하며, 펄쩍 뛰며 큰 목소리로 말한다]

정부? 미국 정부요? 정부에게 제 개인적인 정보 별로 주고 싶지 않은데요.

#### [Back translation]

[At this point R shows mistrust and demonstrates a more assertive attitude by raising the pitch of the tone]

Government? The U.S. government? I do not want to give my personal information to the government.

#### [Notes on adaptation]

1. Add "the U.S. government" to show a surprise/confirmation. This is likely to be natural reactions for Koreans living in the U.S.
2. Use Korean way of expression

#### KOREAN SPEAKING IWR

[Assuring]

The Census questions are very simple. We just need to know how many people live in the household and some basic information about them, such as their sex, age, etc. We don't need to know about anyone's immigration status or social security numbers. All

the data are grouped together, and presented in statistical format. This means that the answers that you provide will be kept confidential and your personal information will not be disclosed.

[자신있게 말한다]

센서스 질문은 아주 간단합니다. 몇 명이 이 집에 살고 있는지, 성별이나 나이 같은 아주 기본적인 질문만 드리고, 개인의 체류 상태나 소셜 시큐리티 번호 같은 건 전혀 물어보지 않아요. 저희가 수집하는 자료들은 모두 합쳐져서 통계 수치로만 사용되기 때문에 개인이 어떤 응답을 했는지 알 수가 없어요.

**[Back translation]**

[Speaking confidently]

The Census questions are very simple. I will ask very basic questions such as how many people live in this house, sex, and age, and will not ask about your social security number or immigration status at all. The data we collect will be grouped together and used as a statistical number so (people) cannot know which individuals answer what.

**[Notes on adaptation]**

1. Change the order of some wording to make it flow better in Korean.
2. Use “statistical number” instead of “statistical format” to ease translation

#### **RESPONDENT**

That’s what you say but then things happen, right? I don’t want to take any risks.

항상 그렇게 말씀하지만, 결국은 무슨 일이 터지잖아요. 저는 괜한 일에 말려들고 싶지 않아요.

**[Back translation]**

That is always what’s told, but accidents happen in the end. I don’t want to be involved in such a pointless thing.

**[Notes on adaptation]**

1. Use more colloquial/Korean way of expression

#### **KOREAN SPEAKING IWR**

Let me assure you that the U.S. Census Bureau honors privacy and protects confidentiality.

All the Census Bureau employees have taken an oath to keep your questionnaire answers confidential. If I disclose any private information, I will go to jail or pay a fine, or both!

미국 인구 조사국은 개인의 프라이버시를 존중하고 개인 정보를 철저히 보호하고 있습니다.

저를 포함한 인구 조사국의 모든 직원들은 개인 정보 보호에 대한 선서를 했구요. 그래서 제가 만약 그 정보를 하나라도 누설하게 되면 감옥에 가든지 벌금을 내든지 아니면 둘 다 해야 해요.

**[Back translation]**

The U.S. Census Bureau honors privacy and strictly protects confidentiality.

All staff of the Census Bureau including me took an oath about personal information protection. So, if I divulge any of the information, I will go to jail or pay a fine, or do the both!

**[Notes on adaptation:]**

1. Add “strictly” to emphasize confidentiality.
2. Use “do” in the last sentence. “Do” verb is used very often in Korean since it is regarded as a context language where the meaning is determined in the context. This is very natural expression in situations like this.

**RESPONDENT**

I don't think the government really cares about [Specific Ethnicity] people. I've lived in this neighborhood for many years, and nothing changed: classrooms are overcrowded, and traffic is not good.

저는 개인적으로 미국 정부가 우리 한국 사람들한테 정말로 신경을 쓴다고 생각안해요. 제가 여기서 산 지가 벌써 몇 년인데, 하나도 변한 게 없어요. 교실은 항상 애들로 미어터지지, 길은 맨날 밀리지.....

**[Back translation]**

I do not think the U.S. government really cares about Korean people. I have been living here for many years, but there is nothing that's changed. The classrooms are always overcrowded with kids and the roads are always jammed.....

**[Notes on adaptation]**

1. Use more colloquial/Korean way of expression

### KOREAN SPEAKING IWR

That is exactly why everyone needs to be counted, so the government can distribute funds to areas in most need. Participating in the Census helps you and the [Specific Ethnicity] community! If [Specific Ethnicity] don't participate in the Census, the government will not have the information needed to allocate funds for programs and services that you and other [Specific Ethnicity] people may need. For example, federal funding can help build or improve community centers, schools, hospitals, roads, and services for children and the elderly. Everyone, including you and me, are **required by law** to participate in the Census. Here is more information about this.

[Hand R the Security Warning Statement<sup>1</sup>. Camera to zoom in on the content of the card for 3 seconds.]

그게 바로 인구 조사가 정확히 되어야 하는 이유예요. 그래야 정부가 가장 필요로 하는 곳에 적합한 지원을 해 줄 수 있지요. 이거 참여하시는게 선생님과 한인 사회에도 도움이 되구요. 참여를 안하시면, 정부는 한국 사람들이 필요로 하는 것에 대한 정보가 없으니, 그에 대한 예산을 책정할 수가 없어요. 예를 들어서, 지역 복지 센터나, 학교, 병원, 도로를 짓는다든지, 노인이나 아동을 위한 서비스 개선 등이 가능해질 수 있어요. 그래서, 개개인 모두가 센서스에 참여하는 것은 아주 중요합니다. 선생님과 저를 포함한 모든 사람들이 센서스에 참여할 의무가

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<sup>1</sup> The Census Bureau is required by U.S. law to keep your answers confidential. This means that the Census Bureau will never release your responses in any way that could identify you. All U.S. Census Bureau employees have taken an oath of confidentiality and are subject to a jail term, a fine, or both, if they disclose ANY information that could identify you or your household. Your answers will be used only for statistical purposes. You are required by law to provide the information requested. These federal laws are found in the United States Code, Title 13 (Sections 9, 141, 193, 214, and 221). Per the Federal Cybersecurity Enhancement Act of 2015, your data are protected from cybersecurity risks through screening of the systems that transmit your data. To learn more about our privacy policy and data protection, please visit our Website at [www.census.gov](http://www.census.gov) and click on "Data Protection and Privacy Policy" at the bottom of the home page. Thank you for your cooperation. The Census Bureau appreciates your help. Respondents are not required to respond to any information collection unless it displays a valid approval number from the Office of Management and Budget (OMB). The approval number for the 2017 Census Test is OMB No. xxxx-xxxx; and this approval expires xx/xx/xxxx. Send any comments concerning this collection to Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233. Or email your comments to <2020.census.paperwork@census.gov> and use "Paperwork Reduction Project xxxx-xxxx" as the subject.

있어요. 여기 보시면 관련 정보가 자세히 나와 있구요.

[경고 카드를 응답자에게 전달하고, 카메라는 그 내용을 약 3 초간 확대해 보여준다].

**[Back translation]**

That is the very reason why the population census should be done accurately. By doing so, the government can support the area where it is needed most. Your participation helps you as well as the Korean community. If you do not participate, the government does not have information about what Koreans need and therefore cannot allocate appropriate budget. For example, federal funding can help build community centers, schools, hospitals, roads and improve service for elderly and children. So, it is very important that every individual participates in the census.

Everyone, including you and me, have legal responsibility to participate in the Census. Here is more information about this. If you read this, you can find relevant information in more detail.

[Hand R the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds.]

**[Notes on adaptation]**

1. Use more colloquial/Korean way of expression.
2. Use simpler/shorter sentences and connect the sentences using a transitional phrase (i.e., by doing so)
3. Add “it is very important that every individual participates in the census.” to wrap up why IWR has listed these things. This will smoothly introduce the next sentence mentioning legal requirement.
4. Use Korean sentence structure (e.g., change passive voice structure to active voice structure).

**RESPONDENT**

[Has a concerned look]

Hm...what, it is required by law?

[걱정스럽게 보인다]

음...이게 법적으로 해야하는 거라구요?

**[Back translation]**

[Has a concerned look]

Hm...this is something required by law?



**KOREAN SPEAKING IWR**

[Assuring] Yes, it is. The law also protects your privacy and keeps your answers confidential. The Census questionnaire is easy, important, and safe. The questions take approximately 10 minutes to complete.

[확신에 찬 목소리로] 네. 선생님의 프라이버시와 개인 정보 역시 법에 의해 보호됩니다. 센서스 질문은 아주 쉽고, 중요하고, 그리고 안전합니다. 약 10 분 정도면 마치실 수 있어요.

**[Back translation]**

[Assuring] Yes, it is. Your privacy and personal information will also be protected by law. Census questions are very easy, important and safe. It will take about 10 minutes to complete.

**[Notes on adaptation]**

1. Use “Census [transliteration]” to translate Census. Since this term was used often in the previous mentions, this shortened transliteration would communicate the meaning clearly and concisely.

**RESPONDENT**

[Pauses and hesitates for a few seconds]

[잠시동안 망설임] 어..

**[Back translation]**

[Pauses and hesitates for a few seconds] Ah...

**KOREAN SPEAKING IWR**

May I please ask, do you live here at [ADDRESS]?

355 Main Street 에 사시는 게 맞지요?

**[Back translation]**

You live at 355 Main Street, right?

***A5-4. Korean: Low Engagement Video Script***

## Video Script

### Messages to Overcome Low Engagement

#### Scene summary:

A Korean speaking Census interviewer visits a Korean speaking] household. The Korean speaker is not interested in participating in the Census because (s)he is not engaged. The conversation takes place in Korean.

- INTERVIEWER = IWR
- RESPONDENT = R

#### Non-verbal behaviors

Characters	Appearance	Props	Non-verbal behavior
Census IWR	<ul style="list-style-type: none"> <li>• Wear “business casual” attire (avoid clothing that’s too casual such as shorts, jeans, t-shirts, flip flops, etc. or too formal such as black suit and tie.)</li> <li>• Maintain a neat physical appearance (don’t wear excessive jewelry, outrageous haircut, makeup, or facial hair; tie hair if it’s very long for tidiness)</li> <li>• Wear comfortable shoes</li> <li>• Prominently display Census ID</li> </ul>	<ul style="list-style-type: none"> <li>• Census logo bag</li> <li>• Printed materials (Show Card, Language ID flashcard)</li> <li>• Do not rummage inside the bag (may appear threatening).</li> <li>• Census ID badge</li> <li>• Pen</li> <li>• <i>Handheld device</i></li> </ul>	<ul style="list-style-type: none"> <li>• Be friendly, but not overly dramatic with facial expression, gesture, or eye contact)</li> </ul> <p>[if interviewer feels comfortable]</p> <ul style="list-style-type: none"> <li>• Be sensitive to cultural norms of the community, such as: accepting invitation to enter R’s house after establishing rapport; taking off shoes when entering a house; accepting offer for a drink, etc.</li> <li>• Be respectful, such as bowing (if culturally appropriate)</li> </ul>
Respondent	<ul style="list-style-type: none"> <li>• No restrictions other than wearing comfortable homewear.</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

#### Verbal behaviors

- Appear fluent in the introduction. Amateur actor playing the interviewer should have the introduction memorized.
- Use culturally appropriate politeness terms, such as “usted” in Spanish, “Вы” in Russian, 您 in Chinese.
- Use titles and address terms, such as “teacher” in Korean.
- Monitor linguistic cues to signal shared common ground (e.g., switching to the dialect that R uses), if culturally appropriate.

**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

**KOREAN SPEAKING IWR**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck or clipped on the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.]

[No response from the household after 10 seconds, then IWR knocks on the door again]

Hello/good morning/good afternoon/good evening, is there anybody home?

[문 앞으로 걸어간다. 면접원은 어깨에 센서스 가방을 매고, 손에는 스마트폰과 프린트된 종이를 들고 있으며, 센서스 아이디가 확실히 보인다 (센서스 ID 를 목에 걸거나 옷 등에 부착). 문을 노크한 후 기다린다. 스크린 도어가 있을 경우, 열지 않도록 한다.]

[10 초 동안 아무 반응이 없자, 면접원이 문을 다시 두드림]

Hello? 안녕하세요. 계세요?

**[Back translation]**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck or clipped on the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.]

[No response from the household after 10 seconds, then IWR knocks on the door again]

Hello? Hello. Anybody home?

**[Notes on adaptation: ]**

1. Use “hello” only in English and Korean twice.

**RESPONDENT**

[Behind the door]

Who is there?

[문 뒤에서]

누구세요?

**[Back translation]**

[Behind the door]

Who is there?

**KOREAN SPEAKING IWR**

[In a clear voice]

I'm from the US Census Bureau. <Optional> My name is XXX.

[잘 들릴 수 있게]

네, 미국 인구 조사국에서 나왔습니다.

**[Back translation]**

[In a clear voice]

Yes, I am from the U.S. Census Bureau.

**[Notes on adaptation]**

1. Don't state name as it would sound unnatural when not seeing a person behind the door.

**RESPONDENT**

[Opens the door]

Yes?

[문을 연다]

인구조사국이요? 아니 왜요?

**[Back translation]**

[Opens the door]

From the Census Bureau? Why?

**KOREAN SPEAKING IWR**

Hello/good morning/good afternoon/good evening. <Optional>

Sorry to bother you. My name is XXX and I work for the U.S.

Census Bureau. Here is my ID.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

The U.S. Census Bureau is conducting a nationwide Census right now and I am here to

complete a Census questionnaire for [ADDRESS]. Every ten years the United States government conducts a Census, which is a questionnaire to count **everyone** who is living in the United States.

May I please ask, do you live here at [ADDRESS]?

안녕하세요. 잠시 실례 좀 하겠습니다. 저는 미국 인구 조사국에서 일하는 xxx 인데요. 여기 제 신분증이에요.

[3 초 동안 어깨 정도 높이에 신분증을 들어 응답자가 확인할 수 있도록 보여준다. 비디오 내내 응답자에게 면접원의 신분증이 보일 수 있도록 한다.]

미국 인구 조사국은 지금 현재 전국적으로 센서스 인구 조사를 실시하고 있습니다. 저는 이 주소에 대해 센서스 조사를 하려고 왔는데요.

미국 정부에서는 10 년에 한번씩 미국 내에 살고 있는 **모든** 사람들의 수를 세는 인구 센서스를 실시하고 있어요. 이게 굉장히 중요한데요.

355 Main Street 에 사는 분이세요?

**[Back translation]**

Hello. Let me excuse you for a minute. I am XXX from the U.S. Census Bureau. Here is my ID.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

The U.S. Census Bureau is currently conducting a nationwide Census population survey and I am here to do a Census survey for this address.

The U.S. government conducts a population census which is to count **everyone** who is living in the U.S every ten years. This is very important.

Are you the one who lives at 355 Main Street?

**[Notes on adaptation: ]**

1. Call “Census” as “Census [transliteration] population survey” in the first mention which is the official translation to hint what it is.
2. Use “do the census [transliteration] survey” instead of “complete the questionnaire” which is more appropriate way of Korean expression. Do” verb is used very often in Korean since it is regarded as a context language

where the meaning is determined in the context. This is very natural expression in situations like this.

3. In the third mention of “Census”, use “Population Census [transliteration]” to show variations.

**RESPONDENT**

Yes, I live here. But I don’t have time for any questionnaire. I just got home from work.

네. 여기 살아요. 근데, 저는 이런 거 할 시간 없어요. 이제 방금 일 마치고 집에 왔는데...

**[Back translation]**

Yes, I live here. But I don’t have time to do things like this. I just got home from work.

**[Notes on adaptation: ]**

1. Use “don’t have time to do things like this” instead of “don’t have time for any questionnaire” which is more appropriate/colloquial Korean.

**KOREAN SPEAKING IWR**

The Census questionnaire takes only approximately 10 minutes and the questions are easy. Your participation is very important because the results from the Census will be used to help your community to get its fair share of federal funding for many programs and services.

센서스 질문은 아주 쉽고, 10 분 밖에 걸리지 않습니다. 또 참여하시면 선생님이 속한 지역 사회에서 필요한 프로그램이나 서비스 같은 거에 정부 지원을 공평하게 받을 수 있구요. 그래서 아주 중요한 거예요.

**[Back translation]**

Census questions are very easy and will only take 10 minutes. If (you) participate, the local community that you belong to will get fair government support for programs and services in need. So, this is very important.

**[Notes on adaptation: ]**

1. Change last sentence order listing the reasons first and the outcome.
2. Use shorter sentence.

**RESPONDENT**

Well, it may be good for my community, but it does not sound like I would benefit much out of this. I don't see why I need to complete the questionnaire.

그게 우리 지역 사회에 도움이 될 지 몰라도, 내가 직접 얻는 건 없잖아요. 굳이 내가 할 이유가 없어요.

**[Back translation]**

That may help our local community, but there is no direct benefit that I get. There are no particular reasons that I should do this.

**[Notes on adaptation:]**

1. Use Korean way of expressing ideas in the sentences.
2. Use "our community" instead of "my community" as it is more appropriate in the Korean collective culture

**KOREAN SPEAKING IWR**

The government needs data from the Census to plan and provide services and benefits that you and your neighbors may need. For example, federal funding can help build or improve community centers, schools, hospitals, roads, and services for children and the elderly.

**[Speaks confidently]**

So it is very important that everyone participates in the census! Your participation will help yourself, your neighbors, and the [Specific Ethnicity] community!

정부는 센서스 자료에 기반해서 선생님과 선생님 이웃이 필요로 하는 서비스나 혜택을 계획하고 제공하게 됩니다. 예를 들어서, 지역 복지 센터나, 학교, 병원, 도로를 짓는든지, 노인이나 아동을 위한 서비스 개선 등이 가능해질 수 있어요.

**[확신에 찬 목소리로]**



그래서, 개개인 모두가 센서스에 참여하는 것은 아주 중요합니다. 선생님의 참여는 본인과, 이웃, 나아가 미국에 사는 한국분들에게 모두 도움을 주게 됩니다.

**[Back translation]**

Government plans and provides service and benefits that you and your neighbors need based on the census results. For example, federal funding can help build local community centers, schools, hospitals, roads, or improve service for elderly and children.

[Speaks confidently]

So, it is very important that every individual participates in the census. Your participation will help yourself, your neighbors, and furthermore Koreans who are living in the U.S.

**[Notes on adaptation: ]**

1. First sentence order is changed to flow better in Korean.
2. Add “furthermore” to indicate natural progress from yourself, your neighbors, and furthermore Koreans.

**RESPONDENT**

But I am not a U.S. citizen, so I don't think I should do it.

근데 저는 미국 시민권자가 아니거든요. 그래서 저는 안해도 될 것 같아요.

**[Back translation]**

But I am not a U.S. citizen, so it seems that I do not need to do this.

**KOREAN SPEAKING IWR**

[States it clearly and slowly while making eye contact with R]

The Census needs to count all persons who live in the United States, regardless of their citizenship or their immigration status. Even though you are not a U.S. citizen, because you live in the United States, you are required by the U.S. law to participate in it. And the law also protects your privacy and keeps your answers confidential. Here is more information about this.

[Hand R the Security Warning Statement<sup>1</sup>. Camera to zoom in on the content of the card for 3 seconds.]

[응답자의 눈을 쳐다보면서 천천히 또박또박 이야기한다]

센서스는 시민권 여부나 체류 상태에 상관없이 미국에 사는  
**모든** 사람의 수를 세어야 합니다. 그래서 시민권자가  
아니더라도, 미국에 사시는 한, 법에 의해 참여할 의무가  
있습니다. 선생님의 프라이버시와 개인 정보 역시 법에 의해  
보호됩니다. 여기 보시면 관련 정보가 자세히 나와 있구요.

[경고 카드를 응답자에게 전달하고, 카메라는 그 내용을 약 3 초간 확대해  
보여준다].

**[Back translation]**

[States it clearly and slowly while making eye contact with R]

Census needs to count everyone who lives in the U.S. regardless  
of their citizenship or immigration status. So, even if you are not  
a U.S. citizen, you have legal responsibility to participate as long  
as you live in the U.S. Your privacy and personal information will  
also be protected by law. If you read this, you can find relevant  
information in more detail.

[Hand R the Security Warning Statement. Camera to zoom in on the content of the  
card for 3 seconds.]

**[Notes on adaptation]**

1. Use Korean sentence structure (e.g., change passive voice into active voice  
structure)

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<sup>1</sup> The Census Bureau is required by U.S. law to keep your answers confidential. This means that the Census Bureau will never release your responses in any way that could identify you. All U.S. Census Bureau employees have taken an oath of confidentiality and are subject to a jail term, a fine, or both, if they disclose ANY information that could identify you or your household. Your answers will be used only for statistical purposes. You are required by law to provide the information requested. These federal laws are found in the United States Code, Title 13 (Sections 9, 141, 193, 214, and 221). Per the Federal Cybersecurity Enhancement Act of 2015, your data are protected from cybersecurity risks through screening of the systems that transmit your data. To learn more about our privacy policy and data protection, please visit our Website at [www.census.gov](http://www.census.gov) and click on "Data Protection and Privacy Policy" at the bottom of the home page. Thank you for your cooperation. The Census Bureau appreciates your help. Respondents are not required to respond to any information collection unless it displays a valid approval number from the Office of Management and Budget (OMB). The approval number for the 2017 Census Test is OMB No. xxxx-xxxx; and this approval expires xx/xx/xxxx. Send any comments concerning this collection to Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233. Or email your comments to <2020.census.paperwork@census.gov> and use "Paperwork Reduction Project xxxx-xxxx" as the subject.

**RESPONDENT**

[Glances at the card]

I didn't realize the Census is required by law...

[Seems to become engaged but provides another soft refusal]

But I have more important things to do; I don't have time for this!

[카드를 대충 본다]

아..저는 이게 법적으로 해야하는 건지 몰랐어요.

[관심이 생긴듯 보이나, 다시 약하게 거절한다]

근데 제가 더 중요하게 해야 할 일이 있어서...이거 정말 할 시간이 없을 거 같아요.

**[Back translation]**

[Glances at the card]

Ah..I didn't know that this is something required by law.

[Seems to become engaged but refuses softly]

However, I have more important things to do. I don't really think I have time for doing this.

**[Notes on adaptation:]**

1. Use Korean way of expression to refuse softly.

**KOREAN SPEAKING IWR**

I understand you are busy. I won't take up a lot of your time. I don't have to go inside your house, we can complete the questionnaire right here. The questions take only approximately 10 minutes to complete. Your participation will help me do my job, could you please help me?

네 많이 바쁘시죠.. 근데 이거 그리 오래 걸리지 않아요. 제가 집에 들어갈 필요도 없고, 여기서 바로 하시면 되거든요. 약 10 분 정도면 마치실 수 있어요. 선생님께서 참여해 주시면

저희가 정확한 인구조사 자료를 얻는데 큰 도움이 됩니다.

[눈을 바라보며 간곡하게] 꼭 좀 도와주세요.

**[Back translation]**

Yes, you are busy... But it won't take long. I don't even need to step into your house and we can do it right here. It will take about 10 minutes to complete. Your participation will be very helpful for accurate population census. [make an eye contact] Please help us.

**[Notes on adaptation:]**

1. Use Korean way of expression.
2. Replace "Your participation will help me do my job" with "your participation will be very helpful for accurate population census" as appealing for IWR's personal help does not sound appropriate in Korean collective culture for an official business.

**RESPONDENT**

[Frowns to show slight grudgingness, but willing]

Alright.

[불만의 표시로 입을 찡글이지만, 협조한다]

그래요 그럼.

**[Back translation]**

[Make a sullen look to show slight grudgingness but cooperate]

Okay then.

## **Appendix A6: Adapted Vietnamese Video Scripts**

***A6-1. Vietnamese: Language Barrier Video Script***

## Video Script

## Messages to Reduce Language Barrier

## Scene summary:

A Census interviewer visits a non-English speaking household. The interviewer does not speak the respondent's language [Vietnamese] and uses the Language ID Flashcard. The interviewer speaks in English in this dialogue.

- INTERVIEWER = IWR
- RESPONDENT = R

## Non-verbal behaviors

Characters	Appearance	Props	Non-verbal behavior
Census IWR	<ul style="list-style-type: none"> <li>• Wear “business casual” attire (avoid clothing that’s too casual such as shorts, jeans, t-shirts, flip flops, etc. or too formal such as black suit and tie.)</li> <li>• Maintain a neat physical appearance (don’t wear excessive jewelry, outrageous haircut, makeup, or facial hair; tie hair if it’s very long for tidiness)</li> <li>• Wear comfortable shoes</li> <li>• Prominently display Census ID</li> </ul>	<ul style="list-style-type: none"> <li>• Census logo bag</li> <li>• Printed materials (Show Card, Language ID flashcard,)</li> <li>• Do not rummage inside the bag (may appear threatening).</li> <li>• Census ID badge</li> <li>• Pen</li> <li>• Handheld device</li> </ul>	<ul style="list-style-type: none"> <li>• Be friendly, but not overly dramatic with facial expression, gesture, or eye contact)</li> </ul> <p><i>[if interviewer is familiar with the specific cultural norms]</i></p> <ul style="list-style-type: none"> <li>• Be respectful, such as bowing (if culturally appropriate)</li> <li>• Be sensitive to cultural norms of the community, such as: accepting invitation to enter R’s house after establishing rapport; taking off shoes when entering a house; accepting offer for a drink, etc.</li> </ul>
Respondent	<ul style="list-style-type: none"> <li>• No restrictions other than wearing comfortable homewear.</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Verbal behaviors

- Appear fluent in the introduction. Amateur actor playing the interviewer should have the introduction memorized.

*If interviewer speaks the target language:*

- Use culturally appropriate politeness terms, such as “usted” in Spanish, “Вы” in Russian, 您 in Chinese.
- Use titles and address terms, such as “teacher” in Korean.
- Monitor linguistic cues to signal shared common ground (e.g., switching to the dialect that R uses), if culturally appropriate.
- Use age-gender appropriate addressing terms such as [anh/chú/chị/cô] in place of “you”, as shown in the table below. Not applicable to this scenario.

	Female R				Male R			
	Younger	about the same	older	much older	younger	about the same	older	much older
IWR	em (young lady)	chị (miss)	cô (Ms/Mrs)	bà (Ma'am)	em (young man)	anh (Mister)	chú (Mister/Sir)	ông (Sir)

**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

**CENSUS IWR**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck or clipped on the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.]

**RESPONDENT**

[Opens the door and looks at the IWR suspiciously through the half open door]

**CENSUS IWR**

Hello/good morning/good afternoon/good evening.

<Optional> Sorry to bother you.

My name is XXX and I work for the U.S. Census Bureau. Here is my ID.

[Shows Census ID for 5 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

The Census Bureau is conducting a nationwide Census ...

**[Vietnamese version]**

Hello/good morning/good afternoon/good evening.

My name is XXX and I work for the U.S. Census Bureau. Here is my ID.

[Shows Census ID for 5 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

The Census Bureau is conducting a nationwide Census ...

**Notes on adaptation:**

- Not recommend IWR's saying "Sorry to bother you, because IWR needs to keep her conversation simple and short especially in this situation.

**RESPONDENT**

[Interrupts and uses non-verbal behavior to show "not interested, please go away". For example, in some cultures people would wave their hand vigorously.]

No English.

**[Vietnamese version]**

[Interrupts and uses non-verbal behavior to show "not interested, please go away". For example, in some cultures people would wave their hand vigorously.]

No. No English.

[R is about to close the door. IWR quickly steps up to talk to R before the door closes, but not in an intimidating way.]



**Notes on adaptation:**

- R says “no” twice to be natural.
- Closing the door is a typical reaction when Vietnamese monolinguals are visited by a non-Vietnamese speaking stranger at the door step.

**CENSUS IWR**

That’s ok. Let me show you something.

[Locates the Language ID Flashcard from the printed materials on hand.]

Please look at this card.

[Points to IWR’s eyes first and points to the card.]

and point to me your language.

**[Vietnamese version]**

[Locates the Language flash card promptly, and shows it to R with the title page up, through the door about 10 inches open.]

That’s ok. Let me show you something.

[IWR presents the language card gesturing with a hand as if scanning the title page from top to bottom. R sees it through the open door with a little anxiety and curiosity. As IWR scans the title “LANGUAGE” and down to language boxes on the cover page, R steps out of the door looking more curious.]

Please look at this card, [*Points to IWR’s eyes first and points to the card*]  
and point to me your language.

**Notes on adaptation:**

- For monolingual Vietnamese, having a possibility of communicate in Vietnamese opens up the conversation more easily. When there’s no Vietnamese speaker available, it is important to cue in the availability of language support.

**RESPONDENT**

[Gets out of house and stand in front of the closed door]

**CENSUS IWR**

[Hands the Language ID Flashcard to R and stands right next to R. Both IWR and R faces the camera.]

[R slowly scans the right column of the first page from top to bottom with index finger or hand]

Let’s take a look at this together. What is your language?

*IF LANGUAGE IS NOT ON THE PAGE, REPEAT THE FOLLOWING SCENES:*

**RESPONDENT**

[Looks at what IWR and shakes head left and right] No.

**CENSUS IWR**

[Turns to the next page while the card is still in R's hand.]

Okay. Let's look at the next page.

**[Vietnamese version]**

:Same as the English base version.

**RESPONDENT**

[Culturally appropriate non-verbal behavior to indicate affirmation, such as nodding]

[Points to the language]

Yes.

[Says in the Vietnamese the name of the language as shown on the card]

**[Vietnamese version]**

[Culturally appropriate non-verbal behavior to indicate affirmation, such as nodding]

[Points to the language]

Ok. Ok. Vietnam.

[Says in the Vietnamese the name of the language as shown on the card]

**Notes on adaptation:**

- Replace "Yes" with "Ok, OK", because saying "Okay" twice is commonly used to show affirmation among Vietnamese.
- "Vietnam" is what the monolingual Vietnamese call their language.

**CENSUS IWR**

Thank you!

[Points to the language on the card, which is shown in both English and Vietnamese]

Viet-na-mese is your language, right?

**[Vietnamese version]**

:Same as the English base version.

**RESPONDENT**

Language Barrier (Vietnamese)

[Culturally appropriate non-verbal behavior to indicate positivity, such as smiling]

Yes!

**[Vietnamese version]**

Okay!

**Notes for Adaptation:**

- “Okay” is more commonly used than “Yes” in this context.

**CENSUS IWR**

Okay. Thank you again. Look at this please.

[Points to the box next to the language]

**[Vietnamese version]**

:Same as the English base version.

**RESPONDENT**

[Shakes head left and right]

No.

**[Vietnamese version]**

:Same as the English base version.

**CENSUS IWR**

No one here speaks English? Could you give me your phone number?

[Gesture for phone and point to smartphone]

**[Vietnamese version]**

:Same as the English base version.

**RESPONDENT**

[Hesitates for 2 seconds. Looks at the IWR and her ID, appearing undecided.]

**[Vietnamese version]**

:Same as the English base version.

**CENSUS IWR**

[Culturally appropriate non-verbal behavior to indicate assurance, such as smiling, nodding etc.]

<Optional> Please.

**[Vietnamese version]**

[Culturally appropriate non-verbal behavior to indicate assurance, such as smiling. Patiently waits while making gentle eye contact.]

**Notes for Adaptation:** Not recommend saying “Please” to be better appealing to the Vietnamese people. What works better is presenting herself polite, gentle, yet as a person with some authority.

**RESPONDENT**

Okay.

**CENSUS IWR**

Thank you very much.

[IWR launches Language Phone instrument by swiping with finger and tapping on the screen. The video does not show the screen. IWR then holds the device to the respondent to type in the phone number.]

**RESPONDENT**

[R types in his number]

**CENSUS IWR**

Thank you. Another Census interviewer who speaks Vietnamese will contact you. Thank you again!

[Waves good-bye]

Good Bye!

***A6-2. Vietnamese: Unaware Video Script***

## Video Script

### Messages to Inform and Persuade Unacquainted/Insulated/Headnodder Households

#### Scene summary:

A Vietnamese speaking Census interviewer visits a Vietnamese speaking household. The Vietnamese speaker is unaware of the Census.

- INTERVIEWER = IWR
- RESPONDENT = R

#### Non-verbal behaviors

Characters	Appearance	Props	Non-verbal behavior
Census IWR	<ul style="list-style-type: none"> <li>• Wear “business casual” attire (avoid clothing that’s too casual such as shorts, jeans, t-shirts, flip flops, etc. or too formal such as black suit and tie.)</li> <li>• Maintain a neat physical appearance (don’t wear excessive jewelry, outrageous haircut, makeup, or facial hair; tie hair if it’s very long for tidiness)</li> <li>• Wear comfortable shoes</li> <li>• Prominently display Census ID</li> </ul>	<ul style="list-style-type: none"> <li>• Census logo bag</li> <li>• Printed materials (Show Card, Language ID flashcard)</li> <li>• Do not rummage inside the bag (may appear threatening).</li> <li>• Census ID badge</li> <li>• Pen</li> <li>• <i>Handheld device</i></li> </ul>	<ul style="list-style-type: none"> <li>• Be friendly, but not overly dramatic with facial expression, gesture, or eye contact) [if interviewer is familiar with the culture]</li> <li>• Be sensitive to cultural norms of the community, such as: accepting invitation to enter R’s house after establishing rapport; taking off shoes when entering a house; accepting offer for a drink, etc.</li> <li>• Be respectful, such as bowing (if culturally appropriate)</li> </ul>
Respondent	<ul style="list-style-type: none"> <li>• No restrictions other than wearing comfortable homewear.</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

#### Verbal behaviors

- Appear fluent in the introduction. Amateur actor playing the interviewer should have the introduction memorized.
- Use culturally appropriate politeness terms, such as “usted” in Spanish, “Вы” in Russian, 您 in Chinese.
- Use titles and address terms, such as “teacher” in Korean.
- Monitor linguistic cues to signal shared common ground (e.g., switching to the dialect that R uses), if culturally appropriate.
- Use age-gender appropriate addressing terms such as anh/chú/chị/cô, as shown in the table below. In this scenario, IWR addresses the elderly female R “bà” (ma’am).

	Female R				Male R			
	Younger	about the same	older	much older	younger	about the same	older	much older
IWR	em (young lady)	chị (miss)	cô (Ms/Mrs)	bà (Ma'am)	em (young man)	anh (Mister)	chú (Mister/Sir)	ông (Sir)

**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

**VIETNAMESE SPEAKING IWR**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck, or clipped to the lapel/collar area) Knocks on the door and waits, [holding the Census ID at the shoulder level while waiting for R to open the door and keep holding it](#). If the property has a screen door, does not prop it open.]

**[Vietnamese version]**

Hello, có ai ở nhà không?

**[Back translation]**

Hello, is anyone home?

**Notes on Adaptation:**

- To establish legitimacy and credibility, IWR holds up the Census badge at the shoulder level while waiting to the door open, so R might be able to see the ID if she peeks out through a fish-eye.
- Vietnamese monolinguals hardly open the door to the strangers. The stranger's speaking Vietnamese language often changes the scene. Hence, we added a scene that IWR speaks some Vietnamese to give a clear linguistic cue.

**RESPONDENT**

[Opens the door]

Yes?

**[Vietnamese version]**

Ai đó?

**[Back translation]**

Who is it?

**Notes on Adaptation:**

- "Who is it?" is a typical reaction when someone knocks on the door.

**VIETNAMESE SPEAKING IWR**

Hello/good morning/good afternoon/good evening.

<Optional> Sorry to bother you.

My name is XXX and I work for the U.S. Census Bureau. Here is my ID.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

The U.S. Census Bureau is conducting a nationwide Census right now and I am here to complete a Census questionnaire for [ADDRESS].  
May I please ask, do you live here at [ADDRESS]?

**[Vietnamese version]**

[Keeps holding the ID at the shoulder level]

Chào bà!  
Làm phiền bà một chút.  
Em làm việc cho Cục Thống Kê Dân Số. Em tên là Ngọc. Đây là số ID của em/con.

[Brings the Census ID closer to R's eye level for 3 seconds so R can see it better. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

Cục Thống Kê Dân Số Hoa Kỳ đang tiến hành khảo sát toàn quốc và em đến đây để giúp hoàn thành bản câu hỏi thống kê cho địa chỉ [ADDRESS]  
Vui lòng cho hỏi bà đang cư ngụ tại địa chỉ [ADDRESS] phải không?

**[Back translation]**

[Keeps holding the ID at the shoulder level]

Hello, "bà" (ma'am: age-gender appropriate pronoun)!  
Sorry to bother you, bà.  
I work for the Census Bureau. My name is Ngọc. Here is my ID.

[Brings the Census ID closer to R's eye level for 3 seconds so R can see it better. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

The U.S. Census Bureau is carrying out a nationwide survey to count people and I am here to help you to complete this Census questionnaire for address [ADDRESS].  
Can I please ask, are you currently living at this address [ADDRESS]?

**Notes on Adaptation:**

- Use age-gender appropriate pronoun. Here, because R is a female and much older than IWR, "bà" (ma'am) is used.
- Recommend saying "Sorry to bother you" to be polite because R is older than IWR.
- Establish IWR's credibility as coming for official business even before the interaction starts, by holding up the Census ID badge while waiting and introducing.
- Affiliation (U.S. Census Bureau) comes before IWR's name.



**RESPONDENT**

What is this about?

**[Vietnamese version]**

Có gì không?

**[Back translation]**

What for?

**VIETNAMESE SPEAKING IWR**

[In a reassuring tone]

Every ten years the United States government conducts a Census, which is a questionnaire to count everyone who is living in the United States. The Census is very important. The results from the Census will be used to help each community to get its fair share of federal funding for many programs and public services.

**[Vietnamese version]**

Mỗi mười năm chính phủ Hoa Kỳ tiến hành cuộc thống kê dân số để đếm tất cả mỗi người đang cư ngụ tại Hoa Kỳ. Cuộc thống kê dân số này rất quan trọng. Kết quả từ thống kê dân số sẽ được sử dụng để giúp cho mỗi cộng đồng nhận được phần ngân quỹ của liên bang cho các chương trình và dịch vụ công cộng như là trường học hoặc bệnh viện.

**[Back translation]**

Every ten years the U.S. government carries out a Census to count everyone, who is currently living in the U.S. This Census is very important. The results from this Census will be used to help each community to receive federal funding for the programs and public services such as schools and hospitals.

**Notes on Adaptation:**

- Changed “a Census, a questionnaire to count everyone” to “a Census to count everyone” to simplify the sentence
- Added a couple of examples of federally funded programs and services such as schools and hospitals (two main concerns of Vietnamese people).

**RESPONDENT**

Why do they count people? I don't understand why it is that important.

**[Vietnamese version]**

Tại sao cần phải đếm từng người? Tôi không hiểu tại sao quan trọng đến như vậy?

**[Back translation]**

Why count each person? I don't understand why it is that important.

**VIETNAMESE SPEAKING IWR**

It is important because the U.S. government uses the information to make plans and policy decisions about the programs and services for each community. So it is very important to have an accurate count of people in the Census. For example, federal funding can help improve services to the elderly if the Census counts shows there are many elderly in this area. Federal funding can also help build or improve community centers, schools, hospitals, roads, and services for children and the elderly.

[Speaks confidently]

So it is very important that everyone participates in the census! Your participation will help yourself, your neighbors, and the [Specific Ethnicity] community!

**[Vietnamese version]**

Điều này rất quan trọng tại vì chính phủ Hoa Kỳ sử dụng thông tin này để hoạch định kế hoạch và quyết định cho các chính sách về chương trình và dịch vụ công cộng cho mỗi cộng đồng. Vì vậy đếm được số người chính xác cho cuộc thống kê dân số này là rất quan trọng. Ví dụ như ngân quỹ của chính phủ liên bang có thể dùng để cải thiện các dịch vụ chăm sóc người già trong khu vực này. Ngân quỹ của liên bang còn dùng để xây dựng và cải thiện các trung tâm cho cộng đồng, [stressing each example] trường học, bệnh viện và dịch vụ chăm sóc trẻ em và người già.

[Speaks confidently]

Vì vậy sự tham gia của tất cả mọi người trong cuộc thống kê dân số này rất quan trọng. Sự tham gia của bà sẽ giúp cho cộng đồng người Việt, cho chính mình và cho hàng xóm của mình!

**[Back translation]**

This is very important because the U.S. government uses this information

to make plans and decisions for the policy for program and public services for each community. So, counting accurate number of people for this Census is very important. For example, federal government funding can be used to improve caring services for the seniors in this area. Federal funding is also used to build and improve the community centers, [stressing each example] **schools, hospitals, and caring services for children and seniors.**

[Speaks confidently]

So everyone's participation in this Census is very important. Your participation will help the Vietnamese community, yourself, and your neighbors!

**Notes on adaptation:**

- Removed "roads" as the traffic/road conditions are not much of concerns for the Vietnamese.
- Switched the order of "yourself, your neighbor, and the Vietnamese community" to "the Vietnamese community, yourself, and your neighbors" to reflect the order of importance for the Vietnamese people.

**RESPONDENT**

Okay. So, what do I need to do?

**[Vietnamese version]**

Vậy tôi cần phải làm gì?

**[Back translation]**

What do I need to do?

**VIETNAMESE SPEAKING IWR**

I will ask you questions from the Census questionnaire, and please give me the answers to those questions. May I please ask, do you live here at [ADDRESS]?

**[Vietnamese version]**

Xin bà vui lòng trả lời cho những câu hỏi trong bản thống kê dân số này. Có phải hiện bà đang cư ngụ tại địa chỉ là [ADDRESS]?

**[Back translation]**

Bà, please answer these questions in the Census questionnaire. Are you currently living at address [ADDRESS]?

**Notes on adaptation:**

- Added honorific age-gender appropriate pronoun, "bà", be more polite and sincere.
- Changed "give me answers to these questions" to "answer these questions" to sound

natural in Vietnamese.

**RESPONDENT**

Yes. But I don't speak English very well and I am not sure I can complete the questionnaire well.

**[Vietnamese version]**

Đúng. Nhưng tôi không giỏi tiếng Anh và tôi không nghĩ là có thể hoàn thành tốt bản câu hỏi này.

**[Back translation]**

Right. But I don't speak English well and I don't think I can complete this questionnaire well.

**VIETNAMESE SPEAKING IWR**

The Census questionnaire is in Vietnamese and I will help you. The Census questions are easy. We just need to know how many people live in the household and some basic information about them, such as their sex, age, etc.

**[Vietnamese version]**

Bản câu hỏi thống kê dân số này bằng tiếng Việt và con sẽ giúp cho bà điền. Bản câu hỏi này rất dễ. Chỉ cần biết có bao nhiêu người đang sống trong hộ gia đình và vài thông tin cơ bản về những người đó như giới tính, tuổi, v.v...

**[Back translation]**

This Census questionnaire is in Vietnamese and I will help you with completing it. This questionnaire is very easy. Just need to know the number of people living in this household and a few basic information about their gender, age, etc.

**Notes on adaptation:**

- Omitted the subject "We" in "We just need to know" to alleviate possible uneasiness/fear of disclosing information of the household to the government.

**RESPONDENT**

That is still our private information!

**[Vietnamese version]**

Đó là thông tin riêng tư của chúng tôi!

**[Back translation]**

That is my private information!

**VIETNAMESE SPEAKING IWR**

All the data are grouped together, and presented in statistical format so others cannot tell what you said. This means that the answers that you provide will be kept confidential and your personal information will not be disclosed.

**[Vietnamese version]**

Tất cả dữ liệu sẽ được gộp lại và trình bày thành số liệu thống kê để cho người khác không thể biết bà đã nói gì. Có nghĩa là các câu trả lời của bà sẽ được giữ kín và thông tin cá nhân sẽ không bị tiết lộ.

**[Back translation]**

All the data will be grouped and presented in statistical numbers so it won't let anyone know what you answered. That means your answers will never be revealed and your personal information will not be disclosed.

**RESPONDENT**

Can you talk to my neighbors instead? I think they would be willing to answer your questions.

**[Vietnamese version]**

Con có thể phỏng vấn người khác được không? Bà nghĩ họ sẽ sẵn sàng trả lời các câu hỏi của con.

**[Back translation]**

Can you interview someone else? I think they are willing to answer your questions.

**Notes on adaptation:**

- Replaced “neighbors” with “someone else.” To Vietnamese, “neighbors” does not naturally come to their mind in this soft refusal situation. Vietnamese people are not very close to their non-Vietnamese neighbors.

**VIETNAMESE SPEAKING IWR**

Everyone, including you and me, are required by law to participate in the Census. Your neighbors will have to answer about their household, too. And the law also protects your privacy and keeps your answers confidential. Here is more information about this. [Hand R the Security

Warning Statement<sup>12</sup>. Camera to zoom in on the content of the card for 3 seconds.]

**[Vietnamese version]**

Luật pháp buộc tất cả mọi người kể cả bà và con phải tham gia vào cuộc thống kê dân số này. Người khác cũng sẽ phải trả lời các câu hỏi về hộ gia đình của họ. Và luật pháp bảo vệ quyền riêng tư của bà và giữ kín các câu trả lời của bà. Và trong đây có thêm thông tin về luật này.

**[Back translation]**

The law requires everyone including you and me to participate in this Census. Other people are also required to answer information about their households. The same law also protects your privacy and guarantees that your answers won't be revealed. And there is additional information

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<sup>1</sup> The Census Bureau is required by U.S. law to keep your answers confidential. This means that the Census Bureau will never release your responses in any way that could identify you. All U.S. Census Bureau employees have taken an oath of confidentiality and are subject to a jail term, a fine, or both, if they disclose ANY information that could identify you or your household. Your answers will be used only for statistical purposes. You are required by law to provide the information requested. These federal laws are found in the United States Code, Title 13 (Sections 9, 141, 193, 214, and 221). Per the Federal Cybersecurity Enhancement Act of 2015, your data are protected from cybersecurity risks through screening of the systems that transmit your data. To learn more about our privacy policy and data protection, please visit our Website at [www.census.gov](http://www.census.gov) and click on "Data Protection and Privacy Policy" at the bottom of the home page. Thank you for your cooperation. The Census Bureau appreciates your help. Respondents are not required to respond to any information collection unless it displays a valid approval number from the Office of Management and Budget (OMB). The approval number for the 2017 Census Test is OMB No. xxxx-xxxx; and this approval expires xx/xx/xxxx. Send any comments concerning this collection to Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233. Or email your comments to <2020.census.paperwork@census.gov> and use "Paperwork Reduction Project xxxx-xxxx" as the subject.

<sup>2</sup> Cục Thống Kê Dân Số buộc phải giữ bảo mật cho các câu hỏi của quý vị theo luật Hoa Kỳ. Điều này có nghĩa là Cục Thống Kê Dân Số sẽ không bao giờ tiết lộ câu trả lời của quý vị bằng bất kỳ phương pháp nào mà có thể nhận dạng cá nhân quý vị. Tất cả các nhân viên của Cục Thống Kê Dân Số Hoa Kỳ đã tuyên thệ để giữ bảo mật và sẽ bị phạt tù giam, phạt tiền, hoặc cả hai, nếu họ tiết lộ BẤT KỲ thông tin nào có thể nhận dạng cá nhân hoặc gia hộ của quý vị. Các câu trả lời của quý vị sẽ chỉ để sử dụng cho mục đích thống kê. Quý vị buộc phải cung cấp thông tin được yêu cầu theo luật. Các điều luật liên bang được ghi rõ trong Tiêu Đề 13 (Phần 9, 141, 193, 214 và 221) của Bộ Luật Hoa Kỳ. Theo Đạo Luật Tăng Cường Bảo Mật Qua Internet của Liên Bang năm 2015, dữ liệu của quý vị sẽ được bảo vệ chống lại những mối đe dọa về bảo mật qua Internet bằng cách quét các hệ thống chuyển nhận dữ liệu của quý vị. Để biết thêm thông tin về chính sách quyền riêng tư và bảo vệ dữ liệu, hãy vào trang mạng [www.census.gov](http://www.census.gov) và nhấp vào "Data Protection and Privacy Policy" ở bên dưới của trang nhà. Xin cảm ơn sự hợp tác của quý vị. Cục Thống Kê Dân Số thành thật cảm ơn sự tham gia của quý vị. Người tham gia khảo sát không cần phải trả lời bất kỳ câu hỏi thu thập thông tin nào nếu không thấy số phê chuẩn của Văn Phòng Quản Lý và Ngân Sách (OMB). Số phê chuẩn của OMB cho cuộc Thử Nghiệm Thống Kê 2018 là xxxx-xxxx; và hết hạn vào ngày xx/xx/xxxx. Xin gửi các ý kiến liên quan đến sự thu thập của Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233. Hoặc email những ý kiến của quý vị đến <2020.census.paperwork@census.gov> và dùng tiêu đề là "Paperwork Reduction Project xxxx-xxxx".

about this law here.

**Notes on adaptation:**

- Switched word ordering to put “Law requires” at the beginning of the statement. Emphasizing the legally mandated nature is the best strategy to draw participation from the Vietnamese.

**RESPONDENT**

[Glances at the card but does not read carefully]

Wow, okay, I guess I have to do this. But how long does it take? I am not sure I have the time today.

**[Vietnamese version]**

Oh, được thôi, chắc tôi phải làm theo thôi. Nhưng sẽ mất khoảng bao lâu? Tôi không nghĩ mình sẽ có đủ thời gian hôm nay.

**[Back translation]**

Oh, alright, I guess I have to obey that. But how long will it take? I don't think that I have enough time today.

**VIETNAMESE SPEAKING IWR**

I understand you are busy. I can come back later when it is more convenient for you. I won't take up a lot of your time though. The Census questionnaire takes approximately 10 minutes to complete.

**[Vietnamese version]**

Bản câu hỏi thống kê dân số này chỉ tốn khoảng 10 phút để hoàn thành thôi. Sẽ không mất nhiều thời gian của bà đâu. Nếu bà rất bận, thì con có thể trở lại sau.

**[Back translation]**

This Census questionnaire only takes about 10 minutes to complete. It will not take much of your time. If you are very busy, I can come back another time.

**Notes on adaptation:**

- Placed “It takes about 10 minutes” at the beginning to emphasize how quickly R can complete the questionnaire.
- Modified the sentence to depersonalize the communication by replacing “I” with “you” or neutral “it”.
- Deleted “when it is more convenient for you” as it sounds too formal to say that.

**RESPONDENT**

Alright. Let's get started then.

<Optional Scene below>

Let's go inside so it's more comfortable. [Open the door wide and make an appropriate gesture (i.e., wave hands) to let the interviewer get in]  
Come on in please.

**[Vietnamese version]**

Vậy được. Chúng ta hãy bắt đầu.  
Xin mời vô nhà.

**[Back translation]**

Now is Ok. Let's start it.  
Let's go inside. [Open the door wide and wave a hand in, gesturing to let the IWR in]

**Notes on adaptation:**

- Decided to include inviting in/drink offer, because once a Vietnamese opens her heart, hospitality follows. (Especially among the elderly.)
- Cut the sentences such as "it's more comfortable...come on please". Once an invitation is offered, additional words are unnecessary for the Vietnamese.

**VIETNAMESE SPEAKING IWR**

Thank you.

[Steps into the house. If culturally appropriate, takes off shoes]

**[Vietnamese version]**

[Steps into the house. IWR should take off shoes as soon as she gets in.]  
Cảm ơn.

**[Back translation]**

Thank you.

**RESPONDENT**

[Offers food/drink]

I will bring you some [fill in].

**[Vietnamese version]**

Con có muốn uống nước không?

**[Back translation]**

Would you like to have some water?

**Notes on adaptation:**

- Offering water is most appropriate in this situation at a Vietnamese home.



Unaware (Vietnamese)

**VIETNAMESE SPEAKING IWR**

[Accepts offer of food/drink]

Thank you.

**[Vietnamese version]**

[Accepts offer of food/drink]

Vâng, cảm ơn.

**[Back translation]**

Yes, thank you.

***A6-3. Vietnamese: Fear/Mistrust of Government Video Script***

## Video Script

### Messages to Overcome Fear/Mistrust of Government

#### Scene summary:

The conversation takes place in Vietnamese. A Vietnamese speaking Census interviewer visits a Vietnamese speaking household. Because this is a government questionnaire, the Vietnamese speaker shows two concerns:

1. afraid of dealing with the government (fear of penalties). The respondent would rather remain “anonymous” and not bring attention to him/her because the household may include undocumented people, have too many people living in the same household, or is “isolated”.
2. does not trust what the government says (feels that government is not really trying to help, does not truly honor privacy and confidentiality).

- INTERVIEWER = IWR
- RESPONDENT = R

#### Non-verbal behaviors

Characters	Appearance	Props	Non-verbal behavior
Census IWR	<ul style="list-style-type: none"> <li>Wear “business casual” attire (avoid clothing that’s too casual such as shorts, jeans, t-shirts, flip flops, etc. or too formal such as black suit and tie.)</li> <li>Maintain a neat physical appearance (don’t wear excessive jewelry, outrageous haircut, makeup, or facial hair; tie hair if it’s very long for tidiness)</li> <li>Wear comfortable shoes</li> <li>Prominently display Census ID</li> </ul>	<ul style="list-style-type: none"> <li>Census logo bag</li> <li>Printed materials (Show Card, Language ID flashcard)</li> <li>Do not rummage inside the bag (may appear threatening).</li> <li>Census ID badge</li> <li>Pen</li> <li><i>Handheld device</i></li> </ul>	<ul style="list-style-type: none"> <li>Be friendly, but not overly dramatic with facial expression, gesture, or eye contact</li> </ul> <p>[if interviewer feels comfortable]</p> <ul style="list-style-type: none"> <li>Be sensitive to cultural norms of the community, such as: accepting invitation to enter R’s house after establishing rapport; taking off shoes when entering a house; accepting offer for a drink, etc.</li> <li>Be respectful, such as bowing (if culturally appropriate)</li> </ul>
Respondent	<ul style="list-style-type: none"> <li>No restrictions other than wearing comfortable homewear.</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>

#### Verbal behaviors

- Appear fluent in the introduction. Amateur actor playing the interviewer should have the introduction memorized.
- Use culturally appropriate politeness terms, such as “usted” in Spanish, “Вы” in Russian, 您 in Chinese.
- Monitor linguistic cues to signal shared common ground (e.g., switching to the dialect that R uses), if culturally appropriate.
- Use age-gender appropriate addressing terms such as [anh/chú/chị/cô] in place of “you”, as shown in the table below. In this scenario, IWR addresses the mid-aged male R “chú” (mister/sir).

	Female R				Male R			
	Younger	about the same	older	much older	younger	about the same	older	much older
IWR	em (young lady)	chị (miss)	cô (Ms/Mrs)	bà (Ma'am)	em (young man)	anh (Mister)	chú (Mister/Sir)	ông (Sir)

**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

**VIETNAMESE SPEAKING IWR**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck or clipped to the lapel/collar area). Knocks on the door and waits, [holding the Census ID at the shoulder level while waiting for R to open the door and keep holding it](#). If the property has a screen door, does not prop it open.]

**[Vietnamese version]**

Hello, có ai ở nhà không?

**[Back translation]**

Hello, is anyone home?

**Notes on Adaptation:**

- To establish legitimacy and credibility, IWR holds up the Census badge at the shoulder level while waiting to the door open, so R might be able to see the ID if she peeks out through a fish-eye.
- Vietnamese monolinguals hardly open the door to the strangers. The stranger's speaking Vietnamese language often changes the scene. Hence, we added a scene that IWR speaks some Vietnamese to give a clear linguistic cue.

**RESPONDENT**

[Opens the door and looks at the IWR suspiciously through the half open door]

**VIETNAMESE SPEAKING IWR**

Hello/good morning/good afternoon/good evening.

<Optional> Sorry to bother you.

My name is XXX, and I work for the U.S. Census Bureau. Here is my ID.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

**[Vietnamese version]**

[Keeps holding the ID at the shoulder level]

Chào chú!

Làm phiền chú một chút.

Em làm việc cho Cục Thống Kê Dân Số. Em tên là Ngọc. Đây là số ID của em.

[Brings the Census ID closer to R's eye level for 3 seconds so R can see it better. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

**[Back translation]**

## Fear/Mistrust of Government (Vietnamese)

[Keeps holding up the ID at the shoulder level]

Hello, chú (mister/sir: age-gender appropriate pronoun)!

I work for the Census Bureau. My name is Ngoc. This is my ID.

[Brings the Census ID closer to R's eye level for 3 seconds so R can see it better. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

### Notes on Adaptation:

- Use age-gender appropriate pronoun. Here, because R is a male and older than IWR, “chú” (mister/sir) is used.
- Recommend saying “Sorry to bother you” to be polite because R is older than IWR.
- Establish IWR's credibility as coming for official business even before the interaction starts by holding up the Census ID badge while waiting and introducing.
- Affiliation (U.S. Census Bureau) comes before IWR's name.

## RESPONDENT

[The respondent looks afraid when they see the badge, opens his/her eyes more, pulls his/her forehead up, and steps slightly back from the door.]

### VIETNAMESE SPEAKING IWR

The U. S. Census Bureau is conducting a nationwide Census right now and I am here to complete the questionnaire for [ADDRESS].

#### [Vietnamese version]

Cục Thông Kê Dân Số Hoa Kỳ đang tiến hành khảo sát toàn quốc và em/con đến đây để giúp hoàn thành bản câu hỏi thống kê cho địa chỉ [ADDRESS].

#### [Back translation]

The U.S. Census is carrying out a nationwide survey and I am here to help you complete this Census questionnaire for address [ADDRESS].

## RESPONDENT

[Appears surprised and uncomfortable]

Why does the Census Bureau need to talk to me?

#### [Vietnamese version]

Tại sao Cục Thông Kê Dân Số muốn hỏi chuyện với tôi?

#### [Back translation]

Why does the Census Bureau want to talk to me?

**VIETNAMESE SPEAKING IWR**

I did not come to this address because of you personally ma'am/sir. Every ten years the United States government conducts a Census, which is a questionnaire to count everyone who is living in the United States. It is very important.

**[Vietnamese version]**

Con không phải đến đây vì riêng cá nhân chú. Mỗi mười năm chính phủ Hoa Kỳ tiến hành cuộc thống kê dân số để đếm tất cả mọi người đang cư ngụ tại Hoa Kỳ. Điều này rất quan trọng.

**[Back translation]**

I am not here for you personally, sir. Every ten years the U.S. government conduct the Census to count everyone, who is currently living in the U.S. This is very important.

**Notes on Adaptation:**

- Changed “a Census, a questionnaire to count everyone” to “a Census to count everyone” to simplify the sentence

**RESPONDENT**

[At this point the respondent looks concerned, closes his/her eyes a little and steps back.]

Oh, counting people...?

[Appears nervous]

We don't have too many people living here. Why do they count people?

**[Vietnamese version]**

Oh, đếm người thôi hả...?

[Appears nervous]

Ở đây đâu có nhiều người ở đâu! Tại sao lại muốn đếm số người?

**[Back translation]**

Oh counting people...?

[Appears nervous]

There are no too many people here! Why count people?

**VIETNAMESE SPEAKING IWR**

This is because the U.S. government uses the information to make plans and policy decisions about the programs and services for each community. So it is very important to have an accurate count of people in the Census.

**[Vietnamese version]**

Đếm số người rất quan trọng tại vì chính phủ Hoa Kỳ sử dụng thông tin này để hoạch định kế hoạch và quyết định cho các chính sách về chương trình và dịch vụ cho mỗi cộng đồng. Đếm số người chính xác cho cuộc thống kê dân số này rất là quan trọng.

**[Back translation]**

Counting people is very important because the U.S. government uses this information to plan and to decide on policy about programs and services for each community. Counting accurate number of people for this Census is very important.

**RESPONDENT**

[At this point distrust begins to kick in. The respondent demonstrates a more assertive attitude.]  
Government? I don't want the government to know my personal information.

**[Vietnamese version]**

Chính phủ hả? Tôi không muốn cho chính phủ biết gì về thông tin cá nhân của tôi.

**[Back translation]**

The government? I don't want the government to know anything about my personal information.

**VIETNAMESE SPEAKING IWR**

[Assuring]

The Census questions are very simple. We just need to know how many people live in the household and some basic information about them, such as their sex, age, etc. We don't need to know about anyone's immigration status or social security numbers. All the data are grouped together, and presented in statistical format. This means that the answers that you provide will be kept confidential and your personal information will not be disclosed.

**[Vietnamese version]**

[Assuring]

Các câu hỏi trong bản thống kê dân số rất đơn giản. Chỉ cần trả lời có bao

nhiều người đang cư ngụ trong hộ gia đình và vài thông tin cơ bản về giới tính, tuổi, v.v...Không cần trả lời về tình trạng di trú hoặc số an sinh xã hội. Tất cả dữ liệu sẽ được gộp lại và trình bày thành số liệu thống kê để cho người khác không thể biết chị đã nói gì. Có nghĩa là các câu trả lời mà chị cung cấp sẽ được giữ kín và thông tin cá nhân sẽ không bị tiết lộ.

**[Back translation]**

[Assuring]

The questions in the Census questionnaire are very simple. You only need to answer how many people currently living in this household and a few basic information about gender, age, etc. You don't need to answer your immigration status or social security number. All data will be grouped and presented in statistical number format, so it won't let anyone know what you answered. That means your answers will never be revealed and your personal information will not be disclosed.

**Notes on Adaptation:**

- To alleviate Vietnamese people's mistrust/fear of government, changed the structure to explain what "you" need to answer, rather than "we/the government" need to know.

**RESPONDENT**

That's what you say but then things happen, right? I don't want to take any risks.

**[Vietnamese version]**

Ừ anh/chị nói vậy chứ dễ gì mà không có chuyện xảy ra đúng không? Tôi không muốn có chuyện gì xảy ra đâu.

**[Back translation]**

Yes, you say that but it won't be easy that nothing will not ever happen, right? I don't want anything to happen.

**Notes on Adaptation:**

- Used the popular Vietnamese saying that is commonly used to express someone's strong doubt.
- Directly expressing what someone fears of is not customary in Vietnamese language. Toned down the expression of "avoiding risks".

**VIETNAMESE SPEAKING IWR**



Let me assure you that the U.S. Census Bureau honors privacy and protects confidentiality.

All the Census Bureau employees have taken an oath to keep your questionnaire answers confidential. If I disclose any private information, I will go to jail or pay a fine, or both!

**[Vietnamese version]**

Con có thể bảo đảm rằng Cục Thống Kê Dân Số Hoa Kỳ sẽ bảo mật và bảo vệ thông tin cá nhân của mọi người.

Tất cả các nhân viên của Cục Thống Kê Dân Số đã tuyên thệ phải giữ kín các câu trả lời trong bản câu hỏi. Nếu em tiết lộ bất cứ thông tin cá nhân nào, thì em sẽ bị phạt tù hoặc bị phạt tiền, hoặc cả hai!

**[Back translation]**

I can guarantee you that the U.S. Census Bureau will not let any information divulged and protects everyone's personal information.

All Census Bureau employees have sworn in to keep your answers on the questionnaires confidential. If I disclosed any personal information, I will go to jail or pay a fine, or both!

**RESPONDENT**

I don't think the government really cares about [Specific Ethnicity] people. I've lived in this neighborhood for many years, and nothing changed: classrooms are overcrowded, and traffic is not good.

**[Vietnamese version]**

Tôi không nghĩ chính phủ Mỹ có quan tâm đến người Việt. Tôi đã sống ở khu này nhiều năm rồi và không thấy có sự thay đổi nào hết! Ví dụ như là không có đủ lớp học tiếng Anh và khó tìm được thông dịch viên tiếng Việt ở các bệnh viện.

**[Back translation]**

I don't think the American government cares about the Vietnamese people. I have lived in this area for years and I have not seen any changes at all! For examples, not enough ESL classes and it is very hard to find Vietnamese Interpreters at the hospitals.

**Notes on adaptation:**

- Added "American" to government to be clearer because most immigrants have two points of reference when it comes to "government."

- Changed examples to reflect three major concerns of the Vietnamese community nowadays—education, healthcare and language assistance.

### VIETNAMESE SPEAKING IWR

That is exactly why everyone needs to be counted, so the government can distribute funds to areas in most need. Participating in the Census helps you and the [Specific Ethnicity] community! If [Specific Ethnicity] don't participate in the Census, the government will not have the information needed to allocate funds for programs and services that you and other [Specific Ethnicity] people may need. For example, federal funding can help build or improve community centers, schools, hospitals, roads, and services for children and the elderly.

Everyone, including you and me, are required by law to participate in the Census. Here is more information about this.

[Hand R the Security Warning Statement<sup>1</sup>. Camera to zoom in on the content of the card for 3 seconds].

#### [Vietnamese version]

Đó chính là lý do mà Cục Thống Kê Dân Số cần phải đếm tất cả mọi người để chính phủ có thể phân bổ ngân quỹ cho những nơi cần nhất. Khi tham gia vào cuộc thống kê dân số chú sẽ giúp cho cộng đồng người Việt và cho chính mình! *[Speaks sincerely]* Nếu người Việt mình không tham gia vào thống kê dân số thì chính phủ sẽ không có thông tin cần thiết để phân bổ ngân quỹ cho các chương trình và dịch vụ cho người Việt. Ví dụ như ngân quỹ của liên bang dùng để xây dựng và cải thiện các trung tâm cho cộng đồng, trường học, bệnh viện, đường phố và dịch vụ chăm sóc trẻ em và

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<sup>1</sup> The Census Bureau is required by U.S. law to keep your answers confidential. This means that the Census Bureau will never release your responses in any way that could identify you. All U.S. Census Bureau employees have taken an oath of confidentiality and are subject to a jail term, a fine, or both, if they disclose ANY information that could identify you or your household. Your answers will be used only for statistical purposes. You are required by law to provide the information requested. These federal laws are found in the United States Code, Title 13 (Sections 9, 141, 193, 214, and 221). Per the Federal Cybersecurity Enhancement Act of 2015, your data are protected from cybersecurity risks through screening of the systems that transmit your data. To learn more about our privacy policy and data protection, please visit our Website at [www.census.gov](http://www.census.gov) and click on "Data Protection and Privacy Policy" at the bottom of the home page. Thank you for your cooperation. The Census Bureau appreciates your help. Respondents are not required to respond to any information collection unless it displays a valid approval number from the Office of Management and Budget (OMB). The approval number for the 2017 Census Test is OMB No. xxxx-xxxx; and this approval expires xx/xx/xxxx. Send any comments concerning this collection to Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233. Or email your comments to <2020.census.paperwork@census.gov> and use "Paperwork Reduction Project xxxx-xxxx" as the subject.

người già.

[Hand R the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds].

Luật pháp bắt buộc tất cả mọi người kể cả chú và em phải tham gia vào cuộc thống kê dân số này. Và trong đây có thêm thông tin.

**[Back translation]**

That is the reason the Census Bureau needs to count everyone, so that, the government can distribute funding for needed areas. When you participate in the Census, you are helping the Vietnamese community and yourself! If the Vietnamese people do not participate in this Census, the government will not have the needed information to distribute funding for the programs and services for Vietnamese people. For example, federal funding can be used to build and to improve the community centers, schools, hospitals, roads, and caring services for children and seniors.

The law requires everyone including you and me participate in this Census. And here are more information.

[Hand R the Security Warning Statement<sup>2</sup>. Camera to zoom in on the content of the card for 3 seconds].

**Notes on adaptation:**

- (Vietnamese) community always comes before the self.
- Switched word ordering to put “Law requires” at the beginning of the statement (2<sup>nd</sup> paragraph).

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<sup>2</sup>Cục Thống Kê Dân Số buộc phải giữ bảo mật cho các câu hỏi của quý vị theo luật Hoa Kỳ. Điều này có nghĩa là Cục Thống Kê Dân Số sẽ không bao giờ tiết lộ câu trả lời của quý vị bằng bất kỳ phương pháp nào mà có thể nhận dạng cá nhân quý vị. Tất cả các nhân viên của Cục Thống Kê Dân Số Hoa Kỳ đã tuyên thệ để giữ bảo mật và sẽ bị phạt tù giam, phạt tiền, hoặc cả hai, nếu họ tiết lộ BẤT KỲ thông tin nào có thể nhận dạng cá nhân hoặc gia hộ của quý vị. Các câu trả lời của quý vị sẽ chỉ để sử dụng cho mục đích thống kê. Quý vị buộc phải cung cấp thông tin được yêu cầu theo luật. Các điều luật liên bang được ghi rõ trong Tiêu Đề 13 (Phần 9, 141, 193, 214 và 221) của Bộ Luật Hoa. Theo Đạo Luật Tăng Cường Bảo Mật Qua Internet của Liên Bang năm 2015, dữ liệu của quý vị sẽ được bảo vệ chống lại những mối đe dọa về bảo mật qua Internet bằng cách quét các hệ thống chuyển nhận dữ liệu của quý vị. Để biết thêm thông tin về chính sách quyền riêng tư và bảo vệ dữ liệu, hãy vào trang mạng [www.census.gov](http://www.census.gov) và nhấp vào "Data Protection and Privacy Policy" ở bên dưới của trang nhà. Xin cảm ơn sự hợp tác của quý vị. Cục Thống Kê Dân Số thành thật cảm ơn sự tham gia của quý vị. Người tham gia khảo sát không cần phải trả lời bất kỳ câu hỏi thu thập thông tin nào nếu không thấy số phê chuẩn của Văn Phòng Quản Lý và Ngân Sách (OMB). Số phê chuẩn của OMB cho cuộc Thử Nghiệm Thống Kê 2018 là xxxx-xxxx; và hết hạn vào ngày xx/xx/xxxx. Xin gửi các ý kiến liên quan đến sự thu thập của Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233. Hoặc email những ý kiến của quý vị đến [2020.census.paperwork@census.gov](mailto:2020.census.paperwork@census.gov) và dùng tiêu đề là "Paperwork Reduction Project xxxx-xxxx".

Emphasizing the legally mandated nature is the best strategy to draw participation from the Vietnamese.

**RESPONDENT**

[Has a concerned look]

Hm...what, it is required by law?

**[Vietnamese version]**

Cái gì, cái này luật pháp bắt buộc hả?

**[Back translation]**

What? This is required by law?

**VIETNAMESE SPEAKING IWR**

[Assuring] Yes, it is. The law also protects your privacy and keeps your answers confidential. The Census questionnaire is easy, important, and safe. The questions take approximately 10 minutes to complete.

**[Vietnamese version]**

Vâng, đúng rồi. Luật pháp còn bảo vệ quyền riêng tư và giữ kín các câu trả lời của anh/chị/chú/cô. Bản câu hỏi thống kê dân số rất đơn giản, quan trọng và an toàn cho mọi người. Chỉ mất khoảng 10 phút để hoàn thành bản câu hỏi này thôi.

**[Back translation]**

Yes, that is right. The same law also protects your privacy and guarantees that your answers will never be revealed. The Census questionnaire is very simple, important, and safe for everyone. It only takes about 10 minutes to complete this questionnaire.

**Notes on adaptation:**

- Added “...(safe) for everyone” to assure R with fear/mistrust.

**RESPONDENT**

[Pauses and hesitates for a few seconds]

Well, there are many [Specific Ethnicity] here so maybe we should do it.

**[Vietnamese version]**

Ah, ở đây cũng có nhiều người Việt thì thôi để tôi trả lời đi.

**[Back translation]**

Oh, there are a lot of Vietnamese around here. Alright, let me answer it.

**VIETNAMESE SPEAKING IWR**

Good, thank you. May I please ask, do you live here at [ADDRESS]?

**[Vietnamese version]**

Vâng. Cảm ơn. Vui lòng cho biết anh/chị/chú/cô đang cư ngụ tại địa chỉ [ADDRESS] phải không?

**[Back translation]**

Yes, thank you. Please tell me , are you currently living at the address [ADDRESS]?

***A6-4. Vietnamese: Low Engagement Video Script***

## Video Script

### Messages to Overcome Low Engagement

#### Scene summary:

A Vietnamese speaking Census interviewer visits a Vietnamese household. The Vietnamese speaker is not interested in participating in the Census because (s)he is not engaged. The conversation takes place in Vietnamese.

- INTERVIEWER = IWR
- RESPONDENT = R

#### Non-verbal behaviors

Characters	Appearance	Props	Non-verbal behavior
Census IWR	<ul style="list-style-type: none"> <li>• Wear “business casual” attire (avoid clothing that’s too casual such as shorts, jeans, t-shirts, flip flops, etc. or too formal such as black suit and tie.)</li> <li>• Maintain a neat physical appearance (don’t wear excessive jewelry, outrageous haircut, makeup, or facial hair; tie hair if it’s very long for tidiness)</li> <li>• Wear comfortable shoes</li> <li>• Prominently display Census ID</li> </ul>	<ul style="list-style-type: none"> <li>• Census logo bag</li> <li>• Printed materials (Show Card, Language ID flashcard,)</li> <li>• Do not rummage inside the bag (may appear threatening).</li> <li>• Census ID badge</li> <li>• Pen</li> <li>• <i>Handheld device</i></li> </ul>	<ul style="list-style-type: none"> <li>• Be friendly, but not overly dramatic with facial expression, gesture, or eye contact</li> </ul> <p>[if interviewer feels comfortable]</p> <ul style="list-style-type: none"> <li>• Be sensitive to cultural norms of the community, such as: accepting invitation to enter R’s house after establishing rapport; taking off shoes when entering a house; accepting offer for a drink, etc.</li> <li>• Be respectful, such as bowing (if culturally appropriate)</li> </ul>
Respondent	<ul style="list-style-type: none"> <li>• No restrictions other than wearing comfortable homewear.</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

#### Verbal behaviors

- Appear fluent in the introduction. Amateur actor playing the interviewer should have the introduction memorized.
- Use culturally appropriate politeness terms, such as “usted” in Spanish, “Вы” in Russian, 您 in Chinese.
- Use titles and address terms, such as “teacher” in Korean.
- Monitor linguistic cues to signal shared common ground (e.g., switching to the dialect that R uses), if culturally appropriate.
- Use age-gender appropriate addressing terms such as [anh/chú/chi/cô] in place of “you”, as shown in the table below. In this scenario, IWR addresses the young female R “chi”(miss).

	Female R				Male R			
	Younger	about the same	older	much older	younger	about the same	older	much older
IWR	em (young lady)	chị (miss)	cô (Ms/Mrs)	bà (Ma’am)	em (young man)	anh (Mister)	chú (Mister/Sir)	ông (Sir)

**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

**VIETNAMESE SPEAKING IWR**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck, or clipped to the lapel/collar area). Knocks on the door and waits, **holding the Census ID at the shoulder level while waiting for R to open the door and keep holding it**. If the property has a screen door, does not prop it open.]

[No response from the household after 10 seconds, then IWR knocks on the door again]

Hello/good morning/good afternoon/good evening, is there anybody home?

**[Vietnamese version]**

Hello? Hello? Xin hỏi có ai ở nhà không?

**[Back translation]**

Hello? Hello? Is anyone home?

**Notes for adaptation:**

- To establish legitimacy and credibility, IWR holds up the Census badge at the shoulder level while waiting to the door open, so R might be able to see the ID if she peeks out through a fish-eye.
- IWR says “hello” in English twice at first for naturalness. Most monolinguals could understand “hello”.

**RESPONDENT**

[Behind the door]

Who is there?

**[Vietnamese version]**

Ai đó?

**[Back translation]**

Who is it?

**VIETNAMESE SPEAKING IWR**

[In a clear voice]

I’m from the US Census Bureau.



<Optional> My name is XXX.

**[Vietnamese version]**

[In a clear voice, [still holding the Census ID at the shoulder level](#)]

Em làm việc cho Cục Thống Kê Dân Số. Em tên là Ngọc.

**[Back translation]**

I work for the Census Bureau. My name is Ngọc.

**Notes on Adaptation:**

- Establish IWR's credibility as coming official business even before the interaction starts, by keep holding the Census ID badge while waiting and introducing.

**RESPONDENT**

[Opens the door]

Yes?

**[Vietnamese version]**

Có gì không em?

**[Back translation]**

What is it?

**Notes for adaptation:**

- Changed "Yes?" to "What is it (=this visit about)?" for natural flow in Vietnamese.

**VIETNAMESE SPEAKING IWR**

Hello/good morning/good afternoon/good evening.

<Optional> Sorry to bother you.

My name is XXX and I work for the U.S. Census Bureau. Here is my ID.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

The U.S. Census Bureau is conducting a nationwide Census right now and I am here to complete a Census questionnaire for [ADDRESS]. Every ten years the United States government conducts a Census, which is a questionnaire to count everyone who is living in the United States.

May I please ask, do you live here at [ADDRESS]?

**[Vietnamese version]**

Chào chị!

Em làm việc cho Cục Thống Kê Dân Số. Em tên là Ngọc. Đây là số ID của em.

[Brings the Census ID that IWR was holding closer to R's eye level for 3 seconds so R can see it better. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

Cục Thống Kê Dân Số Hoa Kỳ đang tiến hành khảo sát toàn quốc và em/con đến đây để giúp hoàn thành bản câu hỏi thống kê dân số cho địa chỉ [ADDRESS]. Mỗi mười năm chính phủ Hoa Kỳ tiến hành cuộc thống kê dân số để đếm tất cả mọi người đang cư ngụ tại Hoa Kỳ.

Vui lòng cho hỏi chị đang cư ngụ tại địa chỉ [ADDRESS] phải không?

**[Back translation]**

Hello, chị (miss: age-gender appropriate pronoun).

I work for the Census Bureau. My name is Ngọc. This is my ID.

[Brings the Census ID that IWR was holding closer to R's eye level for 3 seconds so R can see it better. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

The U.S. Census Bureau is carrying out a nationwide survey and I am here to help you complete this Census questionnaire for address [ADDRESS]. Every ten years the U.S. government carries out a Census to count everyone, who is currently living in the U.S.

Can I please ask, are you currently living at this address [ADDRESS]?

**Notes on Adaptation:**

- Use age-gender appropriate pronoun ([anh/chị/chú/cô] in place of “you”. Here, because R is female and younger than IWR, “chị” (miss) is used.
- No need to say “Sorry to bother you” because R is younger than IWR. Saying it to a person who is about the same age or younger than IWR makes the conversation too formal in Vietnamese.
- Affiliation (U.S. Census Bureau) comes before IWR's name.
- Changed “a Census, a questionnaire to count everyone” to “a Census to count everyone” to simplify the sentence

**RESPONDENT**

Yes, I live here. But I don't have time for any questionnaire. I just got home from work.

**[Vietnamese version]**

Đúng, tôi đang cư ngụ tại đây nhưng tôi không có thời gian để trả lời cho

bản câu hỏi nào hết. Tôi mới vừa đi làm về.

**[Back translation]**

Right, I currently live here but I don't have time to answer any questionnaire. I just got home from work.

**VIETNAMESE SPEAKING IWR**

The Census questionnaire takes only approximately 10 minutes and the questions are easy. Your participation is very important because the results from the Census will be used to help your community to get its fair share of federal funding for many programs and services.

**[Vietnamese version]**

Để trả lời bản câu hỏi thống kê dân số chỉ mất khoảng 10 phút và rất dễ. Sự tham gia của chị rất quan trọng vì kết quả từ cuộc thống kê dân số sẽ dùng để giúp cộng đồng nhận được phần ngân quỹ của liên bang cho các chương trình và dịch vụ.

**[Back Translation]**

It will only take 10 minutes to answer the Census questionnaire and it is very easy. Your participation is very important because the Census results will be used to help the community receive federal funding for programs and services.

**RESPONDENT**

Well, it may be good for my community, but it does not sound like I would benefit much out of this. I don't see why I need to complete the questionnaire.

**[Vietnamese version]**

Ừ, việc này có lẽ sẽ tốt cho cộng đồng, nhưng tôi không nghĩ sẽ có lợi gì cho tôi hết. Tôi không thấy cần thiết phải hoàn thành bản câu hỏi này.

**[Back translation]**

Yeah, this may be good for the community, but I don't think it will benefit me. I don't see a need for me to complete this questionnaire.

**VIETNAMESE SPEAKING IWR**

The government needs data from the Census to plan and provide services and benefits that you and your neighbors may need. For example, federal funding can help build or improve community centers, schools, hospitals, roads, and services for children and the elderly.

[Speaks confidently]

So it is very important that everyone participates in the census! Your participation will help yourself, your neighbors, and your community!

**[Vietnamese version]**

Chính phủ cần dữ liệu từ cuộc thống kê dân số để lên kế hoạch và cung cấp các dịch vụ và phúc lợi cần thiết cho chị và những người chung quanh. Ví dụ như là ngân quỹ liên bang để xây dựng và cải thiện các trung tâm cho cộng đồng, [stressing each example] **trường học, bệnh viện, đường phố và dịch vụ chăm sóc trẻ em và người già.**

[Speaks confidently]

Vì vậy sự tham gia của tất cả mọi người trong cuộc thống kê dân số này rất là quan trọng. Sự tham gia của chị sẽ giúp cho chính mình, cho mọi người chung quanh và cộng đồng!

**[Back translation]**

The government needs data from the Census to plan and to provide services and benefits that you and others around will need. For example, federal government funding can be used to build and to improve the community centers, [stressing each example] **schools, hospitals, roads, and caring services for children and seniors.**

[Speaks confidently]

So everyone's participation in this Census is very important. Your participation will help yourself, others around you, and the community!

**Notes on adaptation:**

- Replaced “neighbors” with “others around you”: In Vietnamese, the conceptual boundary of “neighbors” are narrow—those who live right next door.
- Added emphasis on each example of potential benefit of participation.

**RESPONDENT**

But I am not a U.S. citizen, so I don't think I should do it.

**[Vietnamese version]**

Nhưng tôi không có quốc tịch Mỹ nên tôi nghĩ mình không cần phải tham gia.

**[Back translation]**

But I am not a naturalized American. So, I don't think I need to participate.

**Notes on adaptation:**

- Vietnamese prefer to refer US citizen status specifically as “naturalized American,” when talking about immigration status.
- Changed “do it” to “to participate.” “Do” is unclear in Vietnamese in this context.

**VIETNAMESE SPEAKING IWR**

[States it clearly and slowly while making eye contact with R]

The Census needs to count all persons who live in the United States, regardless of their citizenship or their immigration status. Even though you are not a U.S. citizen, because you live in the United States, you are required by the U.S. law to participate in it. And the law also protects your privacy and keeps your answers confidential. Here is more information about this.

[Hand R the Security Warning Statement.<sup>1</sup> Camera to zoom in on the content of the card for 3 seconds.]

**[Vietnamese version]**

[States it clearly and slowly while making eye contact with R]

Cuộc thống kê dân số chỉ cần đếm tất cả những người đang sống tại Hoa Kỳ không phân biệt quốc tịch hay tình trạng di trú của họ. Mặc dù chị không có quốc tịch Mỹ, nhưng chị sống tại Hoa Kỳ nên luật pháp bắt buộc chị phải tham gia. Và **luật** này cũng bảo vệ sự riêng tư và giữ kín các câu trả lời của

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<sup>1</sup> The Census Bureau is required by U.S. law to keep your answers confidential. This means that the Census Bureau will never release your responses in any way that could identify you. All U.S. Census Bureau employees have taken an oath of confidentiality and are subject to a jail term, a fine, or both, if they disclose ANY information that could identify you or your household. Your answers will be used only for statistical purposes. You are required by law to provide the information requested. These federal laws are found in the United States Code, Title 13 (Sections 9, 141, 193, 214, and 221). Per the Federal Cybersecurity Enhancement Act of 2015, your data are protected from cybersecurity risks through screening of the systems that transmit your data. To learn more about our privacy policy and data protection, please visit our Website at [www.census.gov](http://www.census.gov) and click on “Data Protection and Privacy Policy” at the bottom of the home page. Thank you for your cooperation. The Census Bureau appreciates your help. Respondents are not required to respond to any information collection unless it displays a valid approval number from the Office of Management and Budget (OMB). The approval number for the 2017 Census Test is OMB No. xxxx-xxxx; and this approval expires xx/xx/xxxx. Send any comments concerning this collection to Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233. Or email your comments to <2020.census.paperwork@census.gov> and use “Paperwork Reduction Project xxxx-xxxx” as the subject.

chị. Trong đây có thêm thông tin về luật này.

**[Back translation]**

The Census only counts everyone, who is currently living in the U.S. regardless of one's naturalized status or immigration status. Although you are not a naturalized American, you are living in the U.S. So, **the law** requires you to participate. And the same law also protects privacy and guarantees that your answers will never be revealed. Here is more information about this law.

[Hand R the Security Warning Statement.<sup>2</sup> Camera to zoom in on the content of the card for 3 seconds.]

**Notes on adaptation:**

- Better persuasion strategy for the unengaged Vietnamese respondents is to emphasize that it is mandatory by law. Separate the sentence "you are required by law" and modified it to mean "the law requires you" for emphasis. Simplified sentences in the paragraph to deliver the message more effectively.

**RESPONDENT**

[Glances at the card]

I didn't realize the Census is required by law...

[Seems to become engaged but provides another soft refusal]

But I have more important things to do; I don't have time for this!

**[Vietnamese version]**

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<sup>2</sup> Cục Thống Kê Dân Số buộc phải giữ bảo mật cho các câu hỏi của quý vị theo luật Hoa Kỳ. Điều này có nghĩa là Cục Thống Kê Dân Số sẽ không bao giờ tiết lộ câu trả lời của quý vị bằng bất kỳ phương pháp nào mà có thể nhận dạng cá nhân quý vị. Tất cả các nhân viên của Cục Thống Kê Dân Số Hoa Kỳ đã tuyên thệ để giữ bảo mật và sẽ bị phạt tù giam, phạt tiền, hoặc cả hai, nếu họ tiết lộ BẤT KỲ thông tin nào có thể nhận dạng cá nhân hoặc gia hộ của quý vị. Các câu trả lời của quý vị sẽ chỉ để sử dụng cho mục đích thống kê. Quý vị buộc phải cung cấp thông tin được yêu cầu theo luật. Các điều luật liên bang được ghi rõ trong Tiêu Đề 13 (Phần 9, 141, 193, 214 và 221) của Bộ Luật Hoa. Theo Đạo Luật Tăng Cường Bảo Mật Qua Internet của Liên Bang năm 2015, dữ liệu của quý vị sẽ được bảo vệ chống lại những mối đe dọa về bảo mật qua Internet bằng cách quét các hệ thống chuyển nhận dữ liệu của quý vị. Để biết thêm thông tin về chính sách quyền riêng tư và bảo vệ dữ liệu, hãy vào trang mạng [www.census.gov](http://www.census.gov) và nhấp vào "Data Protection and Privacy Policy" ở bên dưới của trang nhà. Xin cảm ơn sự hợp tác của quý vị. Cục Thống Kê Dân Số thành thật cảm ơn sự tham gia của quý vị. Người tham gia khảo sát không cần phải trả lời bất kỳ câu hỏi thu thập thông tin nào nếu không thấy số phê chuẩn của Văn Phòng Quản Lý và Ngân Sách (OMB). Số phê chuẩn của OMB cho cuộc Thử Nghiệm Thống Kê 2018 là xxxx-xxxx; và hết hạn vào ngày xx/xx/xxxx. Xin gửi các ý kiến liên quan đến sự thu thập của Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233. Hoặc email những ý kiến của quý vị đến [2020.census.paperwork@census.gov](mailto:2020.census.paperwork@census.gov) và dùng tiêu đề là "Paperwork Reduction Project xxxx-xxxx".

Tôi không ngờ là luật pháp bắt buộc phải tham gia thống kê dân số...

Nhưng tôi còn có nhiều việc quan trọng khác phải làm; tôi không có thời gian cho thống kê đâu!

**[Back translation]**

I can't believe that the law requires participation in the Census...

But I have many other important things to do; I don't have time for the Census!

**Notes on adaptation:**

- Added "participation" on the first sentence to emphasize and to gain participation from the R.

**VIETNAMESE SPEAKING IWR**

I understand you are busy. I won't take up a lot of your time. I don't have to go inside your house, we can complete the questionnaire right here. The questions take only approximately 10 minutes to complete. Your participation will help me do my job, could you please help me?

**[Vietnamese version]**

Em biết là chị rất bận. Sẽ không mất nhiều thời gian của chị đâu. Chỉ cần khoảng 10 phút để mình hoàn thành bản câu hỏi ngay bây giờ và em có thể giúp chị. Nếu chị không thể hoàn thành bản thống kê dân số hôm nay, thì sẽ có người khác đến vào ngày khác.

**[Back translation]**

I see that you are very busy. It won't take up a lot of time from you. It only takes about 10 minutes to complete this questionnaire right now and I can help you. If you do not complete this questionnaire today, then someone else would come here on another day.

**Notes on adaptation:**

- Strategies to gain Vietnamese cooperation:
  - Instead of asking for help, offer help: "It only takes about 10 minutes and I'm here to help you."
  - Remind (indirectly) that R has to respond it anyway, if not now, because the law requires him/her to do so: "If you don't complete it today, someone else will come back another day."
  - Approaching personally does not help, rather IWR should present himself/herself as a person came for official government business: Remove "Help me do my job."
  - Depersonalize the message by avoiding the use of "I". Use neutral subject "it" (or

## Low Engagement (Vietnamese)

omit the subject): I won't take up a lot of your time → It won't take up a lot of your time.

### RESPONDENT

[Frowns to show slight grudgingness, but willing]

Alright.

**[Vietnamese version]**

Được rồi.

**[Back translation]**

Alright.



## **Appendix A7: Adapted Arabic Video Scripts**

***A7-1. Arabic: Language Barrier Video Script***

## Video Script

### Messages to Reduce Language Barrier

#### Scene summary:

A Census interviewer visits a non-English speaking household. The interviewer does not speak the respondent's language [Arabic] and uses the Language ID Flashcard. The interviewer speaks in English in this dialogue.

- INTERVIEWER = IWR
- RESPONDENT = R

#### Non-verbal behaviors

Characters	Appearance	Props	Non-verbal behavior
Census IWR	<ul style="list-style-type: none"> <li>● Wear “business casual” attire (avoid clothing that’s too casual such as shorts, jeans, t-shirts, flip flops, etc. or too formal such as black suit and tie.)</li> <li>● Maintain a neat physical appearance (don’t wear excessive jewelry, outrageous haircut, makeup, or facial hair; tie hair if it’s very long for tidiness)</li> <li>● Wear comfortable shoes</li> <li>● Prominently display Census ID</li> </ul>	<ul style="list-style-type: none"> <li>● Census logo bag</li> <li>● Printed materials (Show Card, Language ID flashcard, multilingual brochure)</li> <li>● Do not rummage inside the bag (may appear threatening).</li> <li>● Census ID badge</li> <li>● Pen</li> <li>● Handheld device</li> </ul>	<ul style="list-style-type: none"> <li>● Be friendly, but not overly dramatic with facial expression, gesture, or eye contact)</li> </ul> <p><i>[if interviewer is familiar with the specific cultural norms]</i></p> <ul style="list-style-type: none"> <li>● Be respectful, such as bowing (if culturally appropriate)</li> <li>● Be sensitive to cultural norms of the community, such as: accepting invitation to enter R’s house after establishing rapport; taking off shoes when entering a house; accepting offer for a drink, etc.</li> </ul>
Respondent	<ul style="list-style-type: none"> <li>● No restrictions other than wearing comfortable homewear.</li> </ul>	<ul style="list-style-type: none"> <li>● None</li> </ul>	<ul style="list-style-type: none"> <li>● None</li> </ul>

#### Verbal behaviors

- Appear fluent in the introduction. Amateur actor playing the interviewer should have the introduction memorized.

*If interviewer speaks the target language:*

- Use culturally appropriate politeness terms, such as “usted” in Spanish, “Вы” in Russian, 您 in Chinese.
- Use titles and address terms, such as “teacher” in Korean.
- Monitor linguistic cues to signal shared common ground (e.g., switching to the dialect that R uses), if culturally appropriate.

**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

**CENSUS IWR**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck or clipped to the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.]

**RESPONDENT**

[Opens the door and looks at the IWR suspiciously through the half open door]

**CENSUS IWR**

Hello/good morning/good afternoon/good evening.

<Optional> Sorry to bother you.

My name is XXX and I work for the U.S. Census Bureau. Here is my ID.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

The Census Bureau is conducting a nationwide Census...

**RESPONDENT**

[Interrupts and also uses non-verbal behavior to show “not interested, please go away”. For example, in some cultures people would wave their hand vigorously.]

No English.

**CENSUS IWR**

That’s ok. Let me show you something.

[Locates the Language ID Flashcard from the printed materials on hand.]

Please look at this card.

[Points to IWR’s eyes first and points to the card.]

and point to me your language.

**RESPONDENT**

[Gets out of house and stand in front of the closed door]

**CENSUS IWR**

[Hands the Language ID Flashcard to R and stands right next to R. Both IWR and R faces the camera.]

[R slowly scans the right column of the first page from top to bottom with index finger or hand]

Let's take a look at this together. What is your language?

**Notes on adaptation:**

- Arabic is listed on the first page so the following sequence is not needed.

~~IF LANGUAGE IS NOT ON THE PAGE, REPEAT THE FOLLOWING SCENES:~~

**~~RESPONDENT~~**

~~[Looks at what IWR and shakes head left and right] No.~~

**~~CENSUS IWR~~**

~~[Turns to the next page while the card is still in R's hand.]~~

~~\_\_\_\_\_ Okay. Let's look at the next page.~~

**RESPONDENT**

[Culturally appropriate non-verbal behavior to indicate affirmation, such as nodding]

[Points to the language]

Yes.

هذه

**[back translation]**

This.

[Says in the target language the name of the language as shown on the card]

[NAME OF LANGUAGE: Arabic]

عربي

**[back translation]**

Arabic.

**CENSUS IWR**

Thank you!

Language Barrier (Arabic)

[Points to the language on the card, which is shown in both English and Arabic]

Arabic is your language, right?

**RESPONDENT**

[Culturally appropriate non-verbal behavior to indicate positivity, such as smiling]

Yes!

نعم!

**[back translation]**

Yes!

**CENSUS IWR**

Okay. Thank you again. Look at this please.

[Points to the box next to the language]

**RESPONDENT**

[Shakes head left and right]

[Arabic specific: Wave hand indicating negation]

No.

**CENSUS IWR**

No one here speaks English? Could you give me your phone number?

[Gesture for phone and point to smartphone as an example]

**RESPONDENT**

[Hesitates for 2 seconds. Looks at the IWR and her ID, appearing undecided.]

**CENSUS IWR**

[Culturally appropriate non-verbal behavior to indicate assurance, such as smiling, nodding affirmatively, etc.]

~~<Optional>~~ Please.

**RESPONDENT**

Okay.

**CENSUS IWR**

[IWR launches Language Phone instrument by swiping wither finger and tapping on the screen. The video does not show the screen. IWR then holds the device to the respondent to type in the phone number.]

**RESPONDENT**

[R types in his number]

**CENSUS IWR**

Thank you. Another Census interviewer who speaks <Arabic> will contact you. Thank you again!

[Waves good-bye]

Good Bye!

***A7-2. Arabic: Unaware Video Script***



## Video Script

### Messages to Inform and Persuade Unacquainted/Insulated/Headnodder Households

#### Scene summary:

**An Arabic speaking Census interviewer visits an Arabic-speaking household. The Arabic-speaking householder is unaware of the Census. Another family member or a child can be visibly seen in the home.** (Notes on adaptation: The Unaware scenario is designed to show a scene where the interviewer accepts the respondent's invitation to enter the home and also accepts the offer for coffee. If the sex of the interviewer and respondent does not match, this scene would not be culturally appropriate. Therefore, the video shows a third person inside the home, such as a family member matching the sex of the interviewer or an older child.)

- INTERVIEWER = IWR
- RESPONDENT = R

#### Non-verbal behaviors

Characters	Appearance	Props	Non-verbal behavior
Census IWR	<ul style="list-style-type: none"> <li>● Wear “business casual” attire (avoid clothing that’s too casual such as shorts, jeans, t-shirts, flip flops, etc. or too formal such as black suit and tie.)</li> <li>● Maintain a neat physical appearance (don’t wear excessive jewelry, outrageous haircut, makeup, or facial hair; tie hair if it’s very long for tidiness)</li> <li>● Wear comfortable shoes</li> <li>● Prominently display Census ID</li> </ul>	<ul style="list-style-type: none"> <li>● Census logo bag</li> <li>● Printed materials (Show Card, Language ID flashcard)</li> <li>● Do not rummage inside the bag (may appear threatening).</li> <li>● Census ID badge</li> <li>● Pen</li> <li>● <i>Handheld device</i></li> </ul>	<ul style="list-style-type: none"> <li>● Be friendly, but not overly dramatic with facial expression, gesture, or eye contact)</li> </ul> <p>[if interviewer is familiar with the culture]</p> <ul style="list-style-type: none"> <li>● Be sensitive to cultural norms of the community, such as: accepting invitation to enter R’s house after establishing rapport; taking off shoes when entering a house; accepting offer for a drink, etc.</li> <li>● Be respectful, such as bowing (if culturally appropriate)</li> </ul>
Respondent	<ul style="list-style-type: none"> <li>● No restrictions other than wearing comfortable homewear.</li> </ul>	<ul style="list-style-type: none"> <li>● None</li> </ul>	<ul style="list-style-type: none"> <li>● None</li> </ul>

#### Verbal behaviors

- Appear fluent in the introduction. Amateur actor playing the interviewer should have the introduction memorized.
- Use culturally appropriate politeness terms, such as “usted” in Spanish, “Вы” in Russian, 您 in Chinese.
- Use titles and address terms, such as “teacher” in Korean.
- Monitor linguistic cues to signal shared common ground (e.g., switching to the dialect that R uses), if culturally appropriate.

**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

**ARABIC SPEAKING IWR**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck or clipped to the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.]

**RESPONDENT**

[Opens the door]

Yes?

نعم؟

[back translation]

Yeah?

**ARABIC SPEAKING IWR**

Hello/good morning/good afternoon/good evening.

<Optional> Sorry to bother you.

My name is XXX and I work for the U.S. Census Bureau. Here is my ID.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

The U.S. Census Bureau is conducting a nationwide Census right now and I am here to complete a Census questionnaire for [ADDRESS].

May I please ask, do you live here at [ADDRESS]?

مرحباً/صباح الخير/مساء الخير.

عفواً لإزعاجك.

إسمي ..... وأنا أعمل لمكتب التعداد السكاني الأمريكي. هذه بطاقة تعريف.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

يقوم مكتب التعداد السكاني الأمريكي حالياً بإجراء تعداد لكل الناس الذين يعيشون في هذه البلاد، وأنا هنا لتعبئة استمارة التعداد السكاني ل [ADDRESS].

من فضلك، هل تعيش هنا في [ADDRESS] ؟

**[back translation]**

Hello/morning of peace/evening of peace.

Pardon me for bothering you.

My name is XXX and I work for the American Bureau for the counting of people. This is my identification card.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

The American Bureau for the counting of people is currently undertaking the counting of all the people who live in this country. I am here to fill out the form for the counting of people [Census form] for [ADDRESS]. Please, do you live here at [ADDRESS]?

**RESPONDENT**

What is this about?

لماذا هذا السؤال؟

**[back translation]**

Why this question?

**ARABIC SPEAKING IWR**

[In a reassuring tone]

Every ten years the United States government conducts a Census, which is a questionnaire to count **everyone** who is living in the United States. The Census is very important. The results from the Census will be used to help each community to get its fair share of federal funding for many programs and public services.

كل عشر سنوات تقوم حكومة الولايات المتحدة بتعداد سكاني، وهو يعني عدّ كل الناس الذين يعيشون في الولايات المتحدة. التعداد السكاني مهم جداً. نتائج هذا التعداد سوف تستعمل لمساعدة كل مجتمع للحصول على حصته العادلة من التمويل الحكومي، لعدة برامج وخدمات عامة.

**[back translation]**

Every ten years, the United States government undertakes the counting of people [Census], and it means counting all the people who live in the United States. The counting of people [Census] is very important. The results from this counting of people will be used to help each community to

receive its fair share of government funding, for many programs and public services.

#### RESPONDENT

Why do they count people? I don't understand why it is that important.

لماذا يعدّون السكان؟ أنا لا أستوعب أهمية ذلك؟

#### [back translation]

Why do they count people? I don't understand the importance of it.

#### ARABIC SPEAKING IWR

It is important because the U.S. government uses the information to make plans and policy decisions about the programs and services for each community. So it is very important to have an accurate count of people in the Census. For example, federal funding can help improve services to the elderly if the Census counts shows there are many elderly in this area. Federal funding can also help build or improve community centers, schools, hospitals, roads, and services for children and the elderly.

[Speaks confidently]

So it is very important that everyone participates in the census! Your participation will help yourself, your neighbors, and the [Specific Ethnicity] community!

هو مهم لأن حكومة الولايات المتحدة تستخدم هذه المعلومات لتأخذ قرارات بالنسبة لتخطيط وإدارة البرامج والخدمات لكل مجتمع. لهذا فإنه مهم جداً أن يكون هناك إحصاء دقيق للأشخاص في التعداد السكاني. مثلاً يمكن للتمويلات الحكومية أن تساعد في تحسين الخدمات للمسنين، إذا أظهر التعداد السكاني وجود العديد منهم في هذه المنطقة. ممكن للتمويل الحكومي أن يساعد أيضاً في بناء أو تحسين مراكز اجتماعية ومدارس ومستشفيات وطرق وخدمات للأطفال والمسنين.

[Speaks confidently]

فهو مهم جداً لكل شخص أن يشترك في التعداد السكاني! مشاركتك سوف تساعدك وتساعد جيرانك والمجتمع العربي!

#### [back translation]

It's important because the United States government uses this information to make decisions regarding planning and running programs and services for each community. That's why it's very important that there is an accurate counting of people in the counting of people [Census]. For example government funds can help in improving services for the elderly, if

the counting of people showed that there are many of them in this area.  
Government funds can help also in build and improve community centers,  
schools, hospitals, roads and services for children and the elderly.

[Speaks confidently]

For that it's very important that everyone participates in the counting of people! your participation will help you and help your neighbors and the Arab community.

#### RESPONDENT

Okay. So, what do I need to do?

حسنًا. ماذا عليّ أن أفعل؟

[back translation]

Alright, what do I have to do?

#### ARABIC SPEAKING IWR

I will ask you questions from the Census questionnaire, and please give me the answers to those questions. May I please ask, do you live here at [ADDRESS]?

سوف أسألك أسئلة من استمارة التعداد السكاني. من فضلك أعطني الأجوبة لهذه الأسئلة. من فضلك، هل تعيش هنا في [ADDRESS]؟

[back translation]

I will ask you questions from the counting of people form [Census form]. Please give me the answers to these questions. Please, do you live here at [ADDRESS]?

#### RESPONDENT

Yes. But I don't speak English very well and I am not sure I can complete the questionnaire well.

نعم ولكنني لا أتكلّم الإنجليزية جيّدًا، وأنا لست واثقًا من تعبئة هذه الإستمارة بطريقة جيدة.

[back translation]

Yes, but I don't speak English well and I'm not sure about [my ability] filling out the form in a good [correct] way.

### ARABIC SPEAKING IWR

The Census questionnaire is in [target language] and I will help you. The Census questions are easy. We just need to know how many people live in the household and some basic information about them, such as their sex, age, etc.

إستمارة التعداد السكاني هي باللغة العربيّة وأنا سأساعدك. أسئلة استمارة التعداد السكاني، سهلة. نريد أن نعرف فقط كم شخص يعيش في هذا المنزل، ومعلومات بسيطة عنهم مثل الجنس والعمر إلخ.

#### [back translation]

The counting of people form is in the Arabic language, and I'll help you. The counting of people [Census] questions are easy. We want to know only how many people live in this house, and some simple information about them like sex, age, etc.

### RESPONDENT

That is still our private information!

ولكن هذه معلومات خاصة!

#### [back translation]

But this is private information!

### ARABIC SPEAKING IWR

All the data are grouped together, and presented in statistical format so others cannot tell what you said. This means that the answers that you provide will be kept confidential and your personal information will not be disclosed.

كلّ المعلومات تُجمَع معاً وتُقدَّم بشكل إحصائي، فلا يمكن للغير أن يعرف أجوبتك. هذا يعني أنّ أجوبتك تبقى سرّية ومعلوماتك الشخصية غير مُعلنة.

#### [back translation]

All the information will be gathered together and presented in a statistical manner. Therefore, it's not possible for others to know your answers. This means that your answers will be kept secretive [confidential] and your information undisclosed.

## RESPONDENT

Can you talk to my neighbors instead? I think they would be willing to answer your questions.

هل يُمكنك أن تتكلم مع أشخاص غيري عوضاً عني؟ أعتقد أنهم سوف يكونوا مستعدون للإجابة على أسئلتك.

### [back translation]

Can you speak to other people instead of me? I think they will be willing to answer your questions.

## ARABIC SPEAKING IWR

Everyone, including you and me, are **required by law** to participate in the Census. Your neighbors will have to answer about their household, too. And the law also protects your privacy and keeps your answers confidential. Here is more information about this.

[Hand R the Security Warning Statement<sup>1</sup>].

كل شخص عليه، بموجب القانون، بما فيهم أنت وأنا، أن يشارك في التعداد السكاني. يجب على الآخرين أن يجيبوا عن أسرتهم أيضاً. القانون يحمي خصوصيتك ويبقي أجوبتك سرية. تفضل هذا مزيد من المعلومات عن هذا الموضوع.

[Hand R the Security Warning Statement<sup>2</sup>].

<sup>1</sup> The Census Bureau is required by U.S. law to keep your answers confidential. This means that the Census Bureau will never release your responses in any way that could identify you. All U.S. Census Bureau employees have taken an oath of confidentiality and are subject to a jail term, a fine, or both, if they disclose ANY information that could identify you or your household. Your answers will be used only for statistical purposes. You are required by law to provide the information requested. These federal laws are found in the United States Code, Title 13 (Sections 9, 141, 193, 214, and 221). Per the Federal Cybersecurity Enhancement Act of 2015, your data are protected from cybersecurity risks through screening of the systems that transmit your data. To learn more about our privacy policy and data protection, please visit our Website at [www.census.gov](http://www.census.gov) and click on "Data Protection and Privacy Policy" at the bottom of the home page. Thank you for your cooperation. The Census Bureau appreciates your help. Respondents are not required to respond to any information collection unless it displays a valid approval number from the Office of Management and Budget (OMB). The approval number for the 2017 Census Test is OMB No. xxxx-xxxx; and this approval expires xx/xx/xxxx. Send any comments concerning this collection to Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233. Or email your comments to <2020.census.paperwork@census.gov> and use "Paperwork Reduction Project xxxx-xxxx" as the subject.

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**[back translation]**

Everyone has to participate in the counting of people, by law, including you and me. Others have to answer about their household too. The law protects your privacy and keeps your information secretive [confidential]. Here is additional information about this matter.

[Hand R the Security Warning Statement]

**RESPONDENT**

[Glances at the card but does not read carefully]

Wow, okay, I guess I have to do this. But how long does it take? I am not sure I have the time today.

حسناً، أفهم أنّ عليّ القيام بذلك. كم من الوقت ستأخذ؟ لا أعتقد أنّ لديّ وقت اليوم.

**[back translation]**

[Glances at the card but does not read carefully]

Alright, I understand that I have to do this. How long will it take? I don't think I have time today.

**ARABIC SPEAKING IWR**

I understand you are busy. I can come back later when it is more convenient for you. I won't take up a lot of your time though. The Census questionnaire takes approximately 10 minutes to complete.

أنا أفهم أنك مشغول. أستطيع أن أعود لاحقاً في وقت مناسب أكثر لك. لن آخذ كثير من وقتك. الإجابة على أسئلة التعداد السكاني تأخذ عشر دقائق تقريباً.

**[back translation]**

I understand that you're busy. I can come back later at a more convenient time for you. I will not take a lot of your time. Answering the questions to the counting of people [Census] take ten minutes approximately.

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إلى موقعنا الإلكتروني [www.census.gov](http://www.census.gov) واختار "Data Protection and Privacy Policy" في أسفل الصفحة الرئيسية. شكراً لتعاونك معنا. مكتب التعداد السكاني يقدر مساعدتك. لا يتطلب من المشاركين أن يجيبوا على أي جمع معلومات إلا إذا قد تمّ نشر رقم موافقة من مكتب الإدارة والميزانية Office of Management and Budget (OMB). رقم الموافقة للتعداد التجريبي لعام ٢٠١٧ هو OMB No. xxxx-xxxx وتنتهي صلاحية هذه الموافقة في xx/xx/xxxx. الرجاء إرسال أي تعليق إلى :

Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233.

أو إرسال تعليقاتك عبر البريد الإلكتروني إلى :

2020.census.paperwork@census.gov>> واستعمل عبارة "Paperwork Reduction Project xxxx-xxxx" في خانة العنوان.



**RESPONDENT**

Alright. Let's get started then.

<Additional Scene Below>

Let's go inside so it's more comfortable.

[Opens the door wide and makes an appropriate gesture (i.e., wave hands) to let the interviewer get in]

Come on in please.

حسنًا، لنبدأ إذاً.

لندخل حيث نكون مرتاحين أكثر.

[Opens the door wide and uses hand to gesture to the interviewer to come in]

تفضل.

**[back translation]**

Alright, let's start then.

Let's go inside where we can be more comfortable.

[Opens the door wide and uses hand to gesture to the interviewer to come in]

Please enter.

**ARABIC SPEAKING IWR**

Thank you.

شكراً.

**[back translation]**

Thank you.

[Steps into the house. Takes off shoes]

**RESPONDENT**

[Offers food]

Here, have some.

[Offers coffee]

سأحضّر بعض القهوة.

**[back translation]**

[Offers to make coffee]

I'll make some coffee.

Unaware (Arabic)

### ARABIC SPEAKING IWR

[Accepts food]

Thank you.

شكراً.

**[back translation]**

[Accepts the offer of coffee]

Thank you.

***A7-3. Arabic: Fear/Mistrust of Government Video Script***

## Video Script

### Messages to Overcome Fear/Mistrust of Government

#### Scene summary:

The conversation takes place in Arabic. An Arabic speaking Census interviewer visits an Arabic-speaking household. Because this is a government questionnaire, the Arabic speaker shows two concerns:

1. **afraid of dealing with the government (fear of penalties).** The respondent would rather remain “anonymous” and not bring attention to him/her because the household may include undocumented people, have too many people living in the same household, is “isolated”, or are fearful of being deported because of their religion. [Notes on adaptation: this fear is illustrated in the Arabic video only]
2. **does not trust what the government says (feels that government is not really trying to help, does not truly honor privacy and confidentiality).**
  - INTERVIEWER = IWR
  - RESPONDENT = R

#### Non-verbal behaviors

Characters	Appearance	Props	Non-verbal behavior
Census IWR	<ul style="list-style-type: none"> <li>Wear “business casual” attire (avoid clothing that’s too casual such as shorts, jeans, t-shirts, flip flops, etc. or too formal such as black suit and tie.)</li> <li>Maintain a neat physical appearance (don’t wear excessive jewelry, outrageous haircut, makeup, or facial hair; tie hair if it’s very long for tidiness)</li> <li>Wear comfortable shoes</li> <li>Prominently display Census ID</li> </ul>	<ul style="list-style-type: none"> <li>Census logo bag</li> <li>Printed materials (Show Card, Language ID flashcard)</li> <li>Do not rummage inside the bag (may appear threatening).</li> <li>Census ID badge</li> <li>Pen</li> <li><i>Handheld device</i></li> </ul>	<ul style="list-style-type: none"> <li>Be friendly, but not overly dramatic with facial expression, gesture, or eye contact)</li> </ul> <p>[if interviewer feels comfortable]</p> <ul style="list-style-type: none"> <li>Be sensitive to cultural norms of the community, such as: accepting invitation to enter R’s house after establishing rapport; taking off shoes when entering a house; accepting offer for a drink, etc.</li> <li>Be respectful, such as bowing (if culturally appropriate)</li> </ul>
Respondent	<ul style="list-style-type: none"> <li>No restrictions other than wearing comfortable homewear.</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>

#### Verbal behaviors

- Appear fluent in the introduction. Amateur actor playing the interviewer should have the introduction memorized.
- Use culturally appropriate politeness terms, such as “usted” in Spanish, “Вы” in Russian, 您 in Chinese.
- Use titles and address terms, such as “teacher” in Korean.
- Monitor linguistic cues to signal shared common ground (e.g., switching to the dialect that R uses), if culturally appropriate.

**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

**ARABIC SPEAKING IWR**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck or clipped to the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.]

**RESPONDENT**

[Opens the door and looks at the IWR suspiciously through the half open door]

**ARABIC SPEAKING IWR**

Hello/good morning/good afternoon/good evening.

<Optional> Sorry to bother you.

My name is XXX, and I work for the U.S. Census Bureau. Here is my ID.

مرحباً/صباح الخير/مساء الخير.

عفواً لإزعاجك.

إسمي ..... وأنا أعمل لمكتب التعداد السكاني الأمريكي. هذه بطاقة تعريفي.

**[back translation]**

Hello/morning of peace/evening of peace.

Pardon me for bothering you.

My name is XXX and I work for the American Bureau for the counting of people. This is my identification card.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

**RESPONDENT**

[The respondent looks afraid when they see the badge, opens his/her eyes more, pulls his/her forehead up, and steps slightly back from the door.]

### ARABIC SPEAKING IWR

The US Census Bureau is conducting a nationwide Census right now and I am here to complete the questionnaire for [ADDRESS].

يقوم مكتب التعداد السكاني الأمريكي حالياً بإجراء تعداد لكل الناس الذين يعيشون في هذه البلاد. انا هنا لتعبئة استمارة التعداد السكاني لـ [ ADDRESS ]

#### [back translation]

The American Bureau for the counting of people is currently undertaking the counting of all the people who live in this country. I am here to fill out the form for the counting of people for [ADDRESS].

### RESPONDENT

[Appears surprised and uncomfortable]

Why does the Census Bureau need to talk to me?

لماذا يريد مكتب التعداد السكاني ان يتكلم معي؟

#### [back translation]

Why does the Bureau for the counting of people want to talk to me?

### ARABIC SPEAKING IWR

I did not come to this address because of you personally ma'am/sir. Every ten years the United States government conducts a Census, which is a questionnaire to count **everyone** who is living in the United States. It is very important.

سيدتي/سيدي، أنا لم آتي لهذا العنوان من أجلك شخصياً. نحن بحاجة لعد كل شخص يعيش في الولايات المتحدة. كل عشر سنوات تقوم حكومة الولايات المتحدة بإجراء هذا التعداد السكاني والذي هو إستمارة لعد كل شخص يعيش في الولايات المتحدة. هذا مهم جداً.

#### [back translation]

Madam/Sir, I didn't come to this address for you personally. We need to count everyone who lives in the United States. Every ten years, the United States government undertakes this counting of people (Census) which is a questionnaire for counting everyone who lives in the United States. This is very important.

**RESPONDENT**

[At this point the respondent looks concerned, closes his/her eyes a little and tilts his/her head.]

Oh, counting people...?

[Appears nervous]

We don't have too many people living here. Why do they count people?

عدّ الناس...؟

[Appears nervous]

ليس عندنا العديد من الناس هنا. لماذا يعدّون الناس؟

**[back translation]**

[At this point the respondent looks concerned, closes his/her eyes a little and tilts his/her head.]

Counting people...?

[Appears nervous]

We don't have many people [living] here. Why do they count people?

**ARABIC SPEAKING IWR**

This is because the U.S. government uses the information to make plans and policy decisions about the programs and services for each community. So it is very important to have an accurate count of people in the Census.

لأن حكومة الولايات المتحدة تستخدم هذه المعلومات للتخطيط وأخذ القرارات المتعلقة بالسياسات بالنسبة للبرامج والخدمات لكل مجتمع. فإنه مهم جداً للتعداد السكاني أن يكون دقيقاً.

**[back translation]**

Because the United States government uses this information for planning and taking decisions relating to policies with regards to programs and services for each community. Therefore, it's very important for the counting of people [Census] to be accurate.

## RESPONDENT

[At this point distrust begins to kick in. The respondent demonstrates a more assertive attitude.]

Government? I don't want the government to know my personal information.

الحكومة؟ انا لا اريد الحكومة أن تعرف معلوماتي الخاصة.

### [back translation]

The government? I don't want the government to know my personal information.

## ARABIC SPEAKING IWR

[Assuring]

The Census questions are very simple. We just need to know how many people live in the household and some basic information about them, such as their sex, age, etc. We don't need to know about anyone's immigration status or social security numbers. All the data are grouped together, and presented in statistical format. This means that the answers that you provide will be kept confidential and your personal information will not be disclosed.

أسئلة التعداد السكاني بسيطة جداً. نريد فقط أن نعرف كم شخص يعيش في المنزل ومعلومات بسيطة عنهم، مثل الجنس والعمر، الخ. لأغراض التعداد السكاني، لا تريد الحكومة أن تعرف عن وضع الهجرة، الدين أو رقم الضمان الاجتماعي (social security number) لأي شخص. كل المعلومات تُجمع معاً وتُقدّم بشكل إحصائي. هذا يعني أن أجوبتك تبقى مضمونة السرية ومعلوماتك الشخصية غير مُعلنة.

### [back translation]

The counting of people [Census] questions are very simple. We only want to know how many people live in the home, and some simple information about them, like sex, age, etc. For the counting of people [Census] purposes, the government doesn't want to know about immigration status, religion or social security number, for anyone. All the information gathered together and is presented in a statistical manner. This means that your answers will remain guaranteed secrecy [confidential] and your personal information undisclosed.



**[Notes on adaptation]** Instead of “we don’t need to know about anyone’s immigration status”, emphasize “the government doesn’t”. Also added reference to “religion”.

#### RESPONDENT

That’s what you say but then things happen, right? I don’t want to take any risks.

هذا ما تقوله انت. ولكن من الممكن أن يحصل شيئاً ما، صحيح؟ لا أريد المجازفة.

#### **[back translation]**

This is what you say. But it’s possible that something can happen, right? I don’t want risks.

#### ARABIC SPEAKING IWR

Let me assure you that the U.S. Census Bureau honors privacy and protects confidentiality.

All the Census Bureau employees have taken an oath to keep your questionnaire answers confidential. If I disclose any private information, I will go to jail or pay a fine, or both!

دعني أؤكد لك إن مكتب التعداد السكاني الأمريكي يحترم خصوصياتك ويحمي سرية معلوماتك.

كل موظفي مكتب التعداد السكاني قد حلفوا اليمين لحفظ سرية أجوبة الإستمارة. إذا أفشيت بأي معلومات خاصة سأدخل السجن أو أدفع غرامة، أو الإثنين معاً.

#### **[back translation]**

Let me assure you that the American Bureau for the counting of people respects your privacy and protects the secrecy [confidentiality] of your information.

All the employees from the Bureau for the counting of people have taken an oath to keep the answers on the form secret. If I divulge any private information, I will go to jail or pay a fine, or both together.

#### RESPONDENT

I don’t think the government really cares about [Specific Ethnicity] people. I’ve lived in this neighborhood for many years, and nothing changed:

classrooms are overcrowded, and traffic is not good.

لا أظن أن الحكومة تعطي أهمية للعرب . انا عشت عدة سنوات في هذا الحي ولم يتغير شيء: نسبة البطالة مرتفعة و حالة المدارس والطرق والخدمات الصحية ليست جيدة.

**[back translation]**

I don't think that the government gives any attention to Arabs. I lived in this neighborhood for many years, and nothing changed. The level of unemployment is high and the schools, roads and medical services are not good.

**[Notes on adaptation]** Overcrowding and traffic are not a major concern for this community. Adaptations were made to mention unemployment, schools, roads, and medical services.

**ARABIC SPEAKING IWR**

That is exactly why everyone needs to be counted, so the government can distribute funds to areas in most need. Participating in the Census helps you and the [Specific Ethnicity] community! If [Specific Ethnicity] don't participate in the Census, the government will not have the information needed to allocate funds for programs and services that you and other [Specific Ethnicity] people may need. For example, federal funding can help build or improve community centers, schools, hospitals, roads, and services for children and the elderly.

Everyone, including you and me, are **required by law** to participate in the Census. Here is more information about this.

[Hand R the Security Warning Statement<sup>1</sup>]

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<sup>1</sup> The Census Bureau is required by U.S. law to keep your answers confidential. This means that the Census Bureau will never release your responses in any way that could identify you. All U.S. Census Bureau employees have taken an oath of confidentiality and are subject to a jail term, a fine, or both, if they disclose ANY information that could identify you or your household. Your answers will be used only for statistical purposes. You are required by law to provide the information requested. These federal laws are found in the United States Code, Title 13 (Sections 9, 141, 193, 214, and 221). Per the Federal Cybersecurity Enhancement Act of 2015, your data are protected from cybersecurity risks through screening of the systems that transmit your data. To learn more about our privacy policy and data protection, please visit our Website at [www.census.gov](http://www.census.gov) and click on "Data Protection and Privacy Policy" at the bottom of the home page. Thank you for your cooperation. The Census Bureau appreciates your help. Respondents are not required to respond to any information collection unless it displays a valid approval number from the Office of Management and Budget (OMB). The approval number for the 2017 Census Test is OMB No. xxx-xxxx; and this approval expires xx/xx/xxxx. Send any comments concerning this collection to Paperwork Reduction

لهذا السبب بالضبط على كل شخص أن يُعدّ، حتى تتمكن الحكومة أن توزع أموال للمناطق، حسب حاجتها. المشاركة في التعداد السكاني تساعدك، وتساعد المجتمع العربي. إذا لم يشارك العرب في التعداد السكاني، فلن يكون لدى الحكومة المعلومات الضرورية لتخصيص الأموال للبرامج والخدمات التي قد تحتاجها أنت والعرب الآخريين. مثلاً، ممكن للتمويل الحكومي أن يساعد في بناء أو تحسين مراكز اجتماعية ومدارس ومستشفيات وطرق وخدمات للأطفال والمسنين.

على كل شخص، بما فيهم أنت وأنا، ان يشارك في التعداد السكاني بموجب القانون. تفضل هذه معلومات إضافية بهذا الخصوص.

[Hand R the Security Warning Statement<sup>2</sup>].

#### [back translation]

It's for this exact reason why everyone has to be counted, so the government can distribute funds for areas according to their needs. Participating in the counting of people [Census], will help you and help the Arab community. If Arabs don't participate in the counting of people, then the government will not have the necessary information to allocate funds for programs and services that you and the other Arab people might need. For example, federal funding could help build and improve community centers, schools, roads and services for children and the elderly. Every person, including you and me, has to participate, **by law**. Here is additional information about this matter.

[Hand R the Security Warning Statement].

Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233. Or email your comments to <2020.census.paperwork@census.gov> and use "Paperwork Reduction Project xxxx-xxxx" as the subject.

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Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233.

او ارسال تعليقاتك عبر البريد الإلكتروني إلى :

<<2020.census.paperwork@census.gov>> واستعمل عبارة "Paperwork Reduction Project xxxx-xxxx" في خانة الموضوع.

**[Notes on adaptation]** This community could be described by shared language “Arabic speaking” (not very natural), by political geography considered by the Census Bureau “Middle Eastern or North African” (not all speaks Arabic), or by “Arab” which is the most common lineage. The video used “Arab”. We did not use “Arab American” because the focus group protocol included a vignette exercise about US-born children, and we wanted to minimize any context effect. Interviewers can also substitute for the specific ethnicity, for example, “Lebanese community” to acknowledge the householder’s ethnicity and establish rapport that way.

## RESPONDENT

[Has a concerned look]

Hm...what, it is required by law?

ماذا؟ بموجب القانون؟

**[back translation]**

What? Required by law?

## ARABIC SPEAKING IWR

[Assuring]

Yes, it is. The law also protects your privacy and keeps your answers confidential. The Census questionnaire is easy, important, and safe. The questions take approximately 10 minutes to complete.

[Assuring] نعم هو كذلك. القانون يحمي خصوصيتك و يبقي اجوبتك سرية. إستمارة التعداد السكاني سهلة و مهمة وأمنة. الأسئلة تأخذ عشر دقائق تقريباً.

**[back translation]**

[Assuring]

Yes, it is so. The law protects your privacy and keeps your answers secretive [confidential]. The counting of people [Census] form is easy, important and safe. The questions take ten minutes approximately.

## RESPONDENT

[Pauses and hesitates for a few seconds]

**ARABIC SPEAKING IWR**

May I please ask, do you live here at [ADDRESS]?

من فضلك، هل تسكن هنا في [ADDRESS]؟

**[back translation]**

Please, do you inhabit here at [ADDRESS]?

#### ***A7-4. Arabic: Low Engagement Video Script***

## Video Script

### Messages to Overcome Low Engagement

#### Scene summary:

**An Arabic-speaking Census interviewer visits an Arabic-speaking household. The Arabic speaker is not interested in participating in the Census because (s)he is not engaged. The conversation takes place in Arabic.**

- INTERVIEWER = IWR
- RESPONDENT = R

#### Non-verbal behaviors

Characters	Appearance	Props	Non-verbal behavior
Census IWR	<ul style="list-style-type: none"> <li>● Wear “business casual” attire (avoid clothing that’s too casual such as shorts, jeans, t-shirts, flip flops, etc. or too formal such as black suit and tie.)</li> <li>● Maintain a neat physical appearance (don’t wear excessive jewelry, outrageous haircut, makeup, or facial hair; tie hair if it’s very long for tidiness)</li> <li>● Wear comfortable shoes</li> <li>● Prominently display Census ID</li> </ul>	<ul style="list-style-type: none"> <li>● Census logo bag</li> <li>● Printed materials (Show Card, Language ID flashcard)</li> <li>● Do not rummage inside the bag (may appear threatening).</li> <li>● Census ID badge</li> <li>● Pen</li> <li>● <i>Handheld device</i></li> </ul>	<ul style="list-style-type: none"> <li>● Be friendly, but not overly dramatic with facial expression, gesture, or eye contact)</li> </ul> <p>[if interviewer feels comfortable]</p> <ul style="list-style-type: none"> <li>● Be sensitive to cultural norms of the community, such as: accepting invitation to enter R’s house after establishing rapport; taking off shoes when entering a house; accepting offer for a drink, etc.</li> <li>● Be respectful, such as bowing (if culturally appropriate)</li> </ul>
Respondent	<ul style="list-style-type: none"> <li>● No restrictions other than wearing comfortable homewear.</li> </ul>	<ul style="list-style-type: none"> <li>● None</li> </ul>	<ul style="list-style-type: none"> <li>● None</li> </ul>

#### Verbal behaviors

- Appear fluent in the introduction. Amateur actor playing the interviewer should have the introduction memorized.
- Use culturally appropriate politeness terms, such as “usted” in Spanish, “Вы” in Russian, 您 in Chinese.
- Use titles and address terms, such as “teacher” in Korean.
- Monitor linguistic cues to signal shared common ground (e.g., switching to the dialect that R uses), if culturally appropriate.

**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

**ARABIC SPEAKING IWR**

[Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck, or clipped to the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.]

[No response from the household after 10 seconds, then IWR knocks on the door again]

Hello/good morning/good afternoon/good evening, is there anybody home?

مرحباً، هل يوجد أحد في المنزل ؟

**[back translation]**

Hello [said in Arabic], is there anyone at home?

**RESPONDENT**

[Behind the door]

Who is there?

من هنا ؟

**[back translation]**

Who is here?

**ARABIC SPEAKING IWR**

[In a clear voice]

I'm from the US Census Bureau.

<Optional> My name is XXX.

إسمي.....أنا من مكتب التعداد السكاني الأمريكي.

**[back translation]**

My name is ...

I'm from the American Bureau for counting people.



**[Notes on adaptations]** Because it is more natural to state your identity and then affiliation, their order is reversed in the Arabic language introduction.

### RESPONDENT

[Opens the door]

Yes?

نعم؟

**[back translation]**

Yeah?

### ARABIC SPEAKING IWR

Hello/good morning/good afternoon/good evening.

<Optional> Sorry to bother you.

My name is XXX and I work for the U.S. Census Bureau. Here is my ID.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

The Census Bureau is conducting a nationwide Census right now and I am here to complete a Census questionnaire for [ADDRESS]. Every ten years the United States government conducts a Census, which is a questionnaire to count **everyone** who is living in the United States.

May I please ask, do you live here at [ADDRESS]?

مرحبا/صباح الخير/مساء الخير.

عفواً لإزعاجك.

إسمي ..... وأنا أعمل لمكتب التعداد السكاني الأمريكي. هذه بطاقة تعريف.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

يقوم مكتب التعداد السكاني حالياً بإجراء تعداد لكل الناس الذين يعيشون في هذه البلاد. انا هنا لتعبئة استمارة التعداد السكاني ل [ ADDRESS ]. كل

عشر سنوات تقوم حكومة الولايات المتحدة بتعداد سكاني، وهو استمارة لعدّ  
كل الناس الذين يعيشون في الولايات المتحدة.  
من فضلك، هل تسكن هنا في [ADDRESS] ؟

**[back translation]**

Hello/morning of peace/ evening of peace.

Pardon me for bothering you.

My name is XXX and I work for the American Bureau for counting  
people. This is my identification card.

[Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then  
makes sure the ID is visible to the respondent during the rest of the interactions.]

The American Bureau for counting people is currently undertaking  
the counting of all the people who live in this country. I am here  
to fill out the form for counting the people [Census form] for  
[ADDRESS]. Every ten years the United States government  
undertakes counting people, and it's a form to count all the  
people who live in the United States.

Do you inhabit at [ADDRESS], please?

**[Notes on adaptations]** To overcome low engagement, we had  
designed the Arabic interactions to show an interviewer switching  
to the respondent's dialect to gain rapport. After extensive  
discussions/debate among the Arabic language team  
(representing Middle Eastern and North African origins and Arab  
Muslims & Christians), we decided to keep all interactions except  
initial greeting in Modern Standard Arabic (MSA). This is because  
(1) pragmatically, showing a video in a specific dialect may  
introduce comprehension issues to some participants; (2) it can  
introduce potential bias in the process, because it might appear to  
the focus group participants the videos are featuring a specific  
ethnicity; (3) MSA is the language of business and the interviewer  
is an agent of the Government.

**RESPONDENT**

Yes, I live here. But I don't have time for any questionnaire. I just  
got home from work.

نعم، انا اسكن هنا ولكن ليس لدي وقت لأي استمارة. لقد وصلت الآن من العمل.

**[back translation]**

Yes, I inhabit here but I don't have time for any form. I returned now from work.

**ARABIC SPEAKING IWR**

The Census questionnaire takes only approximately 10 minutes and the questions are easy. Your participation is very important because the results from the Census will be used to help your community to get its fair share of federal funding for many programs and services.

استمارة التعداد السكاني تأخذ فقط عشر دقائق تقريباً والأسئلة سهلة. مشاركتك مهمة جداً لأن نتائج هذا التعداد سوف تستعمل لمساعدة منطقتك للحصول على حصتها العادلة من التمويل الحكومي لعدة برامج وخدمات إجتماعية.

**[back translation]**

The form for counting people [Census form] takes 10 minutes approximately and the questions are easy. Your participation is very important because the results of the counting will be used to help your area to get its fair share of federal funding for many community programs and services.

**RESPONDENT**

Well, it may be good for my community, but it does not sound like I would benefit much out of this. I don't see why I need to complete the questionnaire.

حسناً هذا سيفيد منطقتي ولكن لا يبدو أنه سيفيدني شخصياً. انا لا افهم لماذا يجب علي تعبئة هذه الإستمارة.

**[back translation]**

Well this is going to help my area but it doesn't seem that it's

going to help me personally. I don't understand why I have to fill out this form.

### ARABIC SPEAKING IWR

The government needs data from the Census to plan and provide services and benefits that you and your neighbors may need. For example, federal funding can help build or improve community centers, schools, hospitals, roads, and services for children and the elderly.

[Speaks confidently]

So it is very important that everyone participates in the census!  
Your participation will help yourself, your neighbors, and the  
[Specific Ethnicity] community!

الحكومة تحتاج إلى معلومات من التعداد لتخطيط وتوفير الخدمات  
والمساعدات التي يحتمل أن تحتاجها أنت وجيرانك. مثلاً التمويلات  
الحكومية قد تساعد في بناء وتحسين مراكز اجتماعية ومدارس  
ومستشفيات وطرق خدمات للأطفال والمسنين.

[Speaks confidently, with eye contact]

لذلك انه مهم جداً ان يشترك كل شخص في التعداد السكاني! مشاركتك  
سوف تساعدك وتساعد جيرانك والمجتمع العربي.

### [back translation]

The government needs information from the counting to plan and provide help that you and your neighbors might need. For example, funding from the government might help in building and improving community centers, schools, hospitals, roads and services for children and the elderly.

[Speaks confidently, with eye contact]

For that it's very important that everyone participates in the counting of people! Your participation will help you and help your neighbors and the Arab community.

### RESPONDENT

But I am not a U.S. citizen, so I don't think I should do it.

ولكن انا لست مواطن أمريكي فلا أظن عليّ أن أشارك.

**[back translation]**

But I'm not an American citizen so I don't think I have to participate.

**ARABIC SPEAKING IWR**

[States it clearly and slowly while making eye contact with R]

The Census needs to count all persons who live in the United States, regardless of their citizenship or their immigration status. Even though you are not a U.S. citizen, because you live in the United States, you are required by the U.S. law to participate in it. And the law also protects your privacy and keeps your answers confidential. Here is more information about this.

[Hand R the Security Warning Statement<sup>1</sup>].

يحتاج التعداد السكاني لعدّ كل الناس الذين يعيشون في الولايات المتحدة، مهما تكن مواطنيتهم أو وضعهم الهجري. أنت مطالب بالمشاركة وفقاً للقانون لأنك تعيش في الولايات المتحدة حتى لو لم تكون مواطن اميركي. القانون يحمي خصوصيتك ويضمن بقاء اجوبتك سرية. تفضل هذا المزيد من المعلومات بهذا الخصوص.

[Hand R the Security Warning Statement<sup>2</sup>].

<sup>1</sup> The Census Bureau is required by U.S. law to keep your answers confidential. This means that the Census Bureau will never release your responses in any way that could identify you. All U.S. Census Bureau employees have taken an oath of confidentiality and are subject to a jail term, a fine, or both, if they disclose ANY information that could identify you or your household. Your answers will be used only for statistical purposes. You are required by law to provide the information requested. These federal laws are found in the United States Code, Title 13 (Sections 9, 141, 193, 214, and 221). Per the Federal Cybersecurity Enhancement Act of 2015, your data are protected from cybersecurity risks through screening of the systems that transmit your data. To learn more about our privacy policy and data protection, please visit our Website at [www.census.gov](http://www.census.gov) and click on "Data Protection and Privacy Policy" at the bottom of the home page. Thank you for your cooperation. The Census Bureau appreciates your help. Respondents are not required to respond to any information collection unless it displays a valid approval number from the Office of Management and Budget (OMB). The approval number for the 2017 Census Test is OMB No. xxxx-xxxx; and this approval expires xx/xx/xxxx. Send any comments concerning this collection to Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233. Or email your comments to <2020.census.paperwork@census.gov> and use "Paperwork Reduction Project xxxx-xxxx" as the subject.

<sup>2</sup> يتوجب تبع القانون على مكتب التعداد السكاني أن يبقي اجوبتك سرية. هذا يعني أن مكتب التعداد السكاني لن ينشر أبدا اجوبتك بطريقة قد تعرف عن هويتك. أدى كل موظفي مكتب التعداد السكاني الأمريكي قسم السرية و هم معرضون لعقوبة السجن، الغرامة أو كليهما في حال الكشف عن أي معلومات قد تعرف عن هويتك أو هوية عائلتك. إجاباتك سوف تستخدم لأغراض إحصائية فقط. انت موجب تبع القانون أن تعطي المعلومات المطلوبة. هذه القوانين موجودة في دستور الولايات المتحدة، مادة 13 (اقسام 9, 141, 193, 214, 212). حسب المرسوم الفيدرالي لعام ٢٠١٥ Federal Cybersecurity Enhancement Act of 2015، معلوماتك محمية من الأخطار الإلكترونية

**[back translation]**

The counting of people [Census] needs to count all the people living in the United States, whatever their citizenship or their immigration situation might be. You are required by law to participate because you live in the United States, even if you are not an American citizen. The law protects your privacy and guarantees that your answers will stay secretive [confidential]. Here is more information about this matter.

[Hand R the Security Warning Statement].

**RESPONDENT**

[Glances at the card]

I didn't realize the Census is required by law...

[Seems to become engaged but provides another soft refusal]

But I have more important things to do; I don't have time for this!

انا لم اكن اعرف ان التعداد السكاني ملزم بموجب القانون.

[Seems to become engaged but provides another soft refusal]

ولكن عندي أشياء مهمة أقوم بها، ليس عندي وقت لهذا.

**[back translation]**

I did not know that the counting of people is required by law.

[Seems to become engaged but provides another soft refusal]

But I have important things to do, I don't have time for this.

---

عبر مراجعة الشبكة التي ترسل معلوماتك. للمزيد من المعلومات عن سياستنا تجاه خصوصية المعلومات وحمايتها، من فضلك إذهب إلى موقعنا الإلكتروني [www.census.gov](http://www.census.gov) واختار "Data Protection and Privacy Policy" في أسفل الصفحة الرئيسية. شكرا لتعاونك معنا. مكتب التعداد السكاني يقدر مساعدتك. لا يتطلب من المشاركين أن يجيبوا على أي جمع معلومات إلا إذا قد نشر رقم موافقة من مكتب الإدارة والميزانية (OMB). Office of Management and Budget رقم الموافقة للتعداد التجريبي لعام ٢٠١٧ هو OMB No. xxxx-xxxx وتنتهي صلاحية هذه الموافقة xx/xx/xxxx. الرجاء ارسال أي تعليق إلى :

Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233.

او ارسال تعليقاتك عبر البريد الإلكتروني إلى :

2020.census.paperwork@census.gov << واستعمل عبارة "Paperwork Reduction Project xxxx-xxxx" في خانة الموضوع.

### ARABIC SPEAKING IWR

I understand you are busy. I won't take up a lot of your time. I don't have to go inside your house, we can complete the questionnaire right here. The questions take only approximately 10 minutes to complete. Your participation will help me do my job, could you please help me?

انا افهم انك مشغول. لن آخذ كثيراً من وقتك. لست بحاجة ان ادخل المنزل، يمكننا تعبئة الاستمارة هنا. الأسئلة تأخذ فقط عشر دقائق، تقريباً. مشاركتك سوف تسهل عملنا. هل نبدأ؟

#### [back translation]

I understand that you are busy. I will not take a lot of your time. I don't need to enter your home, we can fill out the form right here. The questions only take 10 minutes, approximately. Your participation will facilitate our job. Shall we start?

**[Notes on adaptations]** The source text employs the technique of asking for help, which is based on the theory of social psychology. The male members of the Arabic language team held the strong belief that it is highly unlikely for a male interviewer to ask for help for himself, especially from an opposite sex respondent. The Arabic text here softens the supplicant approach.

### RESPONDENT

[Frowns to show slight grudgingness, but willing]

Alright.

حسناً.

#### [back translation]

Alright.

## **Appendix A8: Adapted English Video Scripts**



***A8-1. English: Unaware Video Script***

## Video Script

### Messages to Inform and Persuade Unacquainted/Insulated/Headnodder Households

#### Scene summary:

A [target language] speaking Census interviewer visits a [target language speaking] household. The [target language] speaker is unaware of the Census.

- INTERVIEWER = IWR
- RESPONDENT = R

#### Non-verbal behaviors

Characters	Appearance	Props	Non-verbal behavior
Census IWR	<ul style="list-style-type: none"><li>• Wear “business casual” attire (avoid clothing that’s too casual such as shorts, jeans, t-shirts, flip flops, etc. or too formal such as black suit and tie.)</li><li>• Maintain a neat physical appearance (don’t wear excessive jewelry, outrageous haircut, makeup, or facial hair; tie hair if it’s very long for tidiness)</li><li>• Wear comfortable shoes</li><li>• Prominently display Census ID</li></ul>	<ul style="list-style-type: none"><li>• Census logo bag</li><li>• Printed materials (Show Card, Language ID flashcard)</li><li>• Do not rummage inside the bag (may appear threatening).</li><li>• Census ID badge</li><li>• Pen</li><li>• <i>Handheld device</i></li></ul>	<ul style="list-style-type: none"><li>• Be friendly, but not overly dramatic with facial expression, gesture, or eye contact)</li></ul> <p>[if interviewer is familiar with the culture]</p> <ul style="list-style-type: none"><li>• Be sensitive to cultural norms of the community, such as: accepting invitation to enter R’s house after establishing rapport; taking off shoes when entering a house; accepting offer for a drink, etc.</li><li>• Be respectful, such as bowing (if culturally appropriate)</li></ul>
Respondent	<ul style="list-style-type: none"><li>• No restrictions other than wearing comfortable homewear.</li></ul>	<ul style="list-style-type: none"><li>• None</li></ul>	<ul style="list-style-type: none"><li>• None</li></ul>

#### Verbal behaviors

- Appear fluent in the introduction. Amateur actor playing the interviewer should have the introduction memorized.
- Use culturally appropriate politeness terms, such as “usted” in Spanish, “Вы” in Russian, 您 in Chinese.
- Use titles and address terms, such as “teacher” in Korean.
- Monitor linguistic cues to signal shared common ground (e.g., switching to the dialect that R uses), if culturally appropriate.

**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

**INTERVIEWER**

INTERVIEWER walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck, or clipped to the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.

RESPONDENT opens the door.

**RESPONDENT**

Yes?

**INTERVIEWER**

Hello, good morning.

Sorry to bother you.

My name is Jessie Engel and I work for the U.S. Census Bureau.

Here is my ID.

INTERVIEWER shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.

**INTERVIEWER**

The US Census Bureau is conducting a nationwide Census right now and I am here to complete a Census questionnaire for 119 Main St, Apt. 3E.

May I please ask, do you live here at 119 Main St, Apt. 3E.?

**RESPONDENT**

What is this about?

**INTERVIEWER**

(In a reassuring tone)

Every ten years the United States government conducts a Census, which is a questionnaire to count **everyone** who is living in the United States. The Census is very important. The results from the Census will be used to help each community get its fair share of federal funding for many programs and public services.

**RESPONDENT**

Why do they count people? I don't understand why it's that important.

**INTERVIEWER**

It is important because the U.S. government uses the information to make plans and policy decisions about the programs and services for each community. So it is very important to have an accurate count of people in the Census. For example, federal funding can help improve services to the elderly if the Census counts shows there are many elderly people in this area. Federal funding can also help build or improve community centers, schools, hospitals, roads, and services for children and the elderly.

(Speaks confidently)

So it is very important that everyone participates in the census! Your participation will help you, your neighbors, and your community!

**RESPONDENT**

Okay. So, what do I need to do?

**INTERVIEWER**

I will ask you questions from the Census questionnaire, and you will answer them. May I please ask, do you live here at 119 Main St, Apt. 3E?

**RESPONDENT**

Yes. But I'm not very good with surveys and I'm not sure I can complete the questionnaire well.

**INTERVIEWER**

The Census questions are easy. We just need to know how many people live in the household and some basic information about them, such as their sex, age, etc.

**RESPONDENT**

But that is private information!

**INTERVIEWER**

All the data are grouped together, and presented in statistical format so others cannot tell what you said. This means that the answers that you provide will be kept confidential and your personal information will not be disclosed.

**RESPONDENT**

Can you talk to my neighbors instead? I think they would be willing to answer your questions.

**INTERVIEWER**

Everyone, including you and me, are **required by law** to participate in the Census. Your neighbors will have to answer about their household, too. And the law also protects your privacy and keeps your answers confidential. Here is more information about this.

INTERVIEWER hands RESPONDENT the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds.

RESPONDENT glances at the card but does not read carefully.

**RESPONDENT**

Wow, okay, I guess I have to do this. But how long does it take? I

am not sure I have the time today.

**INTERVIEWER**

I understand you are busy. I can come back later when it is more convenient for you. I won't take up a lot of your time though. The Census questionnaire takes approximately 10 minutes to complete.

**RESPONDENT**

Alright. Let's get started then.

INTERVIEWER and RESPONDENT move to begin completing interview.

***A8-2. English: Fear/Mistrust of Government Video Script***

## Video Script

### Messages to Overcome Fear/Mistrust of Government

#### Scene summary:

The conversation takes place in English. An English speaking Census interviewer visits an English-speaking household. Because this is a government questionnaire, the English speaker shows two concerns:

1. afraid of dealing with the government (fear of penalties). The respondent would rather remain “anonymous” and not bring attention to him/her because the household may include undocumented people, have too many people living in the same household, or is “isolated”.
  2. does not trust what the government says (feels that government is not really trying to help, does not truly honor privacy and confidentiality).
- INTERVIEWER = IWR
  - RESPONDENT = R

#### Non-verbal behaviors

Characters	Appearance	Props	Non-verbal behavior
Census IWR	<ul style="list-style-type: none"><li>• Wear “business casual” attire (avoid clothing that’s too casual such as shorts, jeans, t-shirts, flip flops, etc. or too formal such as black suit and tie.)</li><li>• Maintain a neat physical appearance (don’t wear excessive jewelry, outrageous haircut, makeup, or facial hair; tie hair if it’s very long for tidiness)</li><li>• Wear comfortable shoes</li><li>• Prominently display Census ID</li></ul>	<ul style="list-style-type: none"><li>• Census logo bag</li><li>• Printed materials (Show Card, Language ID flashcard)</li><li>• Do not rummage inside the bag (may appear threatening).</li><li>• Census ID badge</li><li>• Pen</li><li>• <i>Handheld device</i></li></ul>	<ul style="list-style-type: none"><li>• Be friendly, but not overly dramatic with facial expression, gesture, or eye contact)</li></ul> <p>[if interviewer feels comfortable]</p> <ul style="list-style-type: none"><li>• Be sensitive to cultural norms of the community, such as: accepting invitation to enter R’s house after establishing rapport; taking off shoes when entering a house; accepting offer for a drink, etc.</li><li>• Be respectful, such as bowing (if culturally appropriate)</li></ul>
Respondent	<ul style="list-style-type: none"><li>• No restrictions other than wearing comfortable homewear.</li></ul>	<ul style="list-style-type: none"><li>• None</li></ul>	<ul style="list-style-type: none"><li>• None</li></ul>

#### Verbal behaviors

- Appear fluent in the introduction. Amateur actor playing the interviewer should have the introduction memorized.
- Use culturally appropriate politeness terms, such as “usted” in Spanish, “Вы” in Russian, 您 in Chinese.
- Use titles and address terms, such as “teacher” in Korean.
- Monitor linguistic cues to signal shared common ground (e.g., switching to the dialect that R uses), if culturally appropriate.



**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

INTERVIEWER walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck or clipped to the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.

RESPONDENT opens the door and looks at the INTERVIEWER suspiciously through the half open door

**INTERVIEWER**

Hello, good morning.

Sorry to bother you.

My name is Jessie Engel, and I work for the U.S. Census Bureau.

Here is my ID.

INTERVIEWER shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.

The RESPONDENT looks very serious when they see the badge, opens his/her eyes more, pulls his/her forehead up, and steps slightly back from the door.

**INTERVIEWER**

The U.S. Census Bureau is conducting a nationwide Census right now and I am here to complete the questionnaire for 119 Main St, Apt. 3E.

RESPONDENT appears surprised and uncomfortable

**RESPONDENT**

Why does the Census Bureau need to talk to me?

**INTERVIEWER**

We need to speak with someone at this address, not with you specifically. Every ten years the United States government conducts a Census, which is a questionnaire to count **everyone** who is living in the United States. It is very important.

At this point the RESPONDENT looks concerned, closes his/her eyes a little and tilts his/her head.

**RESPONDENT**

Oh, counting people...?

(Appears very serious)

We don't have too many people living here. Why do they count people?

**INTERVIEWER**

The U.S. government uses the information to make plans and policy decisions about the programs and services for each community. So it is very important to have an accurate count of people in the Census.

At this point distrust begins to kick in. The RESPONDENT demonstrates a more assertive attitude.

**RESPONDENT**

Government? I don't want the government to know my personal information.

**INTERVIEWER**

(Assuring)

The Census questions are very simple. We just need to know how many people live in the household and some basic information about them, such as their sex, age, etc. We don't need any personal information such as social security numbers. All the data are grouped together, and presented in statistical format. This means that the answers that you provide will be kept confidential and your personal information will not be disclosed.

**RESPONDENT**

That's what you say, but then things happen, right? I don't want to take any risks.

**INTERVIEWER**

Let me assure you that the U.S. Census Bureau honors privacy and protects confidentiality.

All the Census Bureau employees have taken an oath to keep your questionnaire answers confidential. If I disclose any private information, I will go to jail or pay a fine, or both!

**RESPONDENT**

I don't think the government really cares about my community. I've lived in this neighborhood for many years, and nothing has changed: classrooms are overcrowded, and traffic is not good.

**INTERVIEWER**

That is exactly why everyone needs to be counted, so the government can distribute funds to areas in most need. Participating in the Census helps you and your community! If your community doesn't participate in the Census, the government will not have the information needed to allocate funds for programs and services that you and your community may need. For example, federal funding can help build or improve community centers, schools, hospitals, roads, and services for children and the elderly.

Everyone, including you and me, are **required by law** to participate in the Census. Here is more information about this.

INTERVIEWER Hand RESPONDENT the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds.

**RESPONDENT**

(Has a concerned look)

Hm...what, it is required by law?

**INTERVIEWER**

(Assuring)

Yes, it is. The law also protects your privacy and keeps your answers confidential. The Census questionnaire is easy,

important, and safe. The questions take approximately 10 minutes to complete.

RESPONDENT pauses and hesitates for a few seconds.

**RESPONDENT**

Well, this is important for my community, so maybe we should do it.

**TARGET LANGUAGE SPEAKING IWR**

May I please ask, do you live here at 119 Main St, Apt. 3E.?

***A8-3. English: Low Engagement Video Script***

## Video Script

### Messages to Overcome Low Engagement

#### Scene summary:

A English speaking Census interviewer visits a [target language speaking] household. The English speaker is not interested in participating in the Census because (s)he is not engaged. The conversation takes place in English.

- INTERVIEWER = IWR
- RESPONDENT = R

#### Non-verbal behaviors

Characters	Appearance	Props	Non-verbal behavior
Census IWR	<ul style="list-style-type: none"><li>• Wear “business casual” attire (avoid clothing that’s too casual such as shorts, jeans, t-shirts, flip flops, etc. or too formal such as black suit and tie.)</li><li>• Maintain a neat physical appearance (don’t wear excessive jewelry, outrageous haircut, makeup, or facial hair; tie hair if it’s very long for tidiness)</li><li>• Wear comfortable shoes</li><li>• Prominently display Census ID</li></ul>	<ul style="list-style-type: none"><li>• Census logo bag</li><li>• Printed materials (Show Card, Language ID flashcard)</li><li>• Do not rummage inside the bag (may appear threatening).</li><li>• Census ID badge</li><li>• Pen</li><li>• <i>Handheld device</i></li></ul>	<ul style="list-style-type: none"><li>• Be friendly, but not overly dramatic with facial expression, gesture, or eye contact</li></ul> <p>[if interviewer feels comfortable]</p> <ul style="list-style-type: none"><li>• Be sensitive to cultural norms of the community, such as: accepting invitation to enter R’s house after establishing rapport; taking off shoes when entering a house; accepting offer for a drink, etc.</li><li>• Be respectful, such as bowing (if culturally appropriate)</li></ul>
Respondent	<ul style="list-style-type: none"><li>• No restrictions other than wearing comfortable homewear.</li></ul>	<ul style="list-style-type: none"><li>• None</li></ul>	<ul style="list-style-type: none"><li>• None</li></ul>

#### Verbal behaviors

- Appear fluent in the introduction. Amateur actor playing the interviewer should have the introduction memorized.
- Use culturally appropriate politeness terms, such as “usted” in Spanish, “Вы” in Russian, 您 in Chinese.
- Use titles and address terms, such as “teacher” in Korean.
- Monitor linguistic cues to signal shared common ground (e.g., switching to the dialect that R uses), if culturally appropriate.

**BACKGROUND: IN FRONT OF THE CLOSED DOORSTEP OF A HOUSE.**

INTERVIEWER walks to the doorstep. INTERVIEWER has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck, or clipped to the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.

No response from the household after 10 seconds, then INTERVIEWER knocks on the door again

Hello, good morning, is there anybody  
home?

RESPONDENT answers from behind the door.

**RESPONDENT**

Who is there?

**INTERVIEWER**

(In a clear voice)  
I'm from the US Census Bureau.  
My name is Jessie Engel.

RESPONDENT opens the door.

**RESPONDENT**

Yes?

**INTERVIEWER**

Hello, Good morning.  
Sorry to bother you.  
My name is Jessie Engel and I work for the U.S. Census Bureau.  
Here is my ID.

INTERVIEWER shows Census ID for 5 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.

**INTERVIEWER**

The U.S. Census Bureau is conducting a nationwide Census right

now and I am here to complete a Census questionnaire for 119 Main St, Apt. 3E. Every ten years the United States government conducts a Census, which is a questionnaire to count everyone who is living in the United States.

May I please ask, do you live here at 119 Main St, Apt. 3E. ?

**RESPONDENT**

Yes, I live here. But I don't have time for any questionnaire. I just got home from work.

**INTERVIEWER**

The Census questionnaire only takes approximately 10 minutes and the questions are easy. Your participation is very important because the results from the Census will be used so your community can get its fair share of federal funding for many programs and services.

**RESPONDENT**

Well, it may be good for my community, but it sounds like I would not benefit much out of this. I don't see why I need to complete the questionnaire.

**INTERVIEWER**

The government needs data from the Census to plan and provide services and benefits that you and your neighbors may need. For example, federal funding can help build or improve community centers, schools, hospitals, roads, and services for children and the elderly.

(Speaks confidently)

So it is very important that everyone participates in the census! Your participation will help you, your neighbors, and your community!



**RESPONDENT**

I still don't see why I should participate.

**INTERVIEWER**

(States it clearly and slowly while making eye contact with R)

The Census needs to count all people who live in the United States, regardless of their citizenship or their immigration status. Even though you are not a U.S. citizen, because you live in the United States, you are required by the U.S. law to participate in it. And the law also protects your privacy and keeps your answers confidential. Here is more information about this.

INTERVIEWER Hand RESPONDENT the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds.

RESPONDENT glances at the card.

**RESPONDENT**

I didn't realize the Census is required by law...

RESPONDENT seems to become engaged but provides another soft refusal

**RESPONDENT**

But I have more important things to do; I don't have time for this!

**INTERVIEWER**

I understand you are busy. I won't take up a lot of your time. I don't have to go inside your apartment, we can complete the questionnaire right here. The questions only take approximately 10 minutes to complete. Your participation will help me do my job, could you please help me out?

RESPONDENT frowns to show slight grudgingness, but willing.

**RESPONDENT**

Alright.

## **Appendix A9: Filming Instructions**

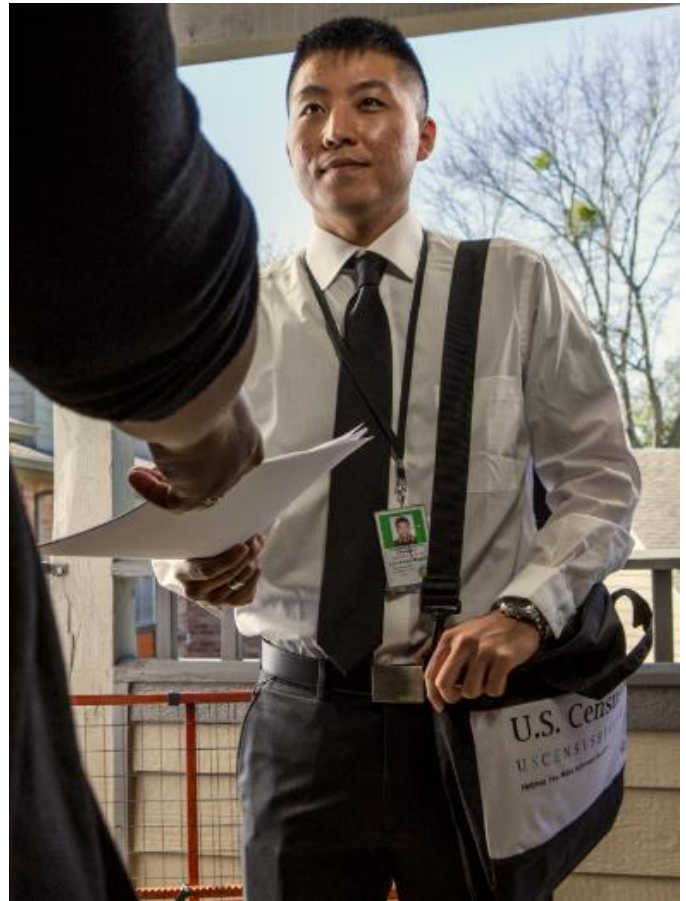
## Instructions and Details for Filming Videos to be used for Focus Groups

<b>Props for the Interviewer (IWR)</b>	<ol style="list-style-type: none"> <li>1. Census logo bag (provided)</li> <li>2. Census ID badge (provided or use your own)</li> <li>3. Language ID Card (provided)</li> <li>4. Security Warning Card (provided)</li> <li>5. Smartphone (all types okay, no decorated case) (use your own)</li> <li>6. [Optional] Clipboard to hold materials, smartphone &amp; script</li> </ol>
<b>For filmmaking</b>	<p>Smartphone/camcorder to record the video (use your own)</p> <p>Honorarium for amateur actors (provided)</p>

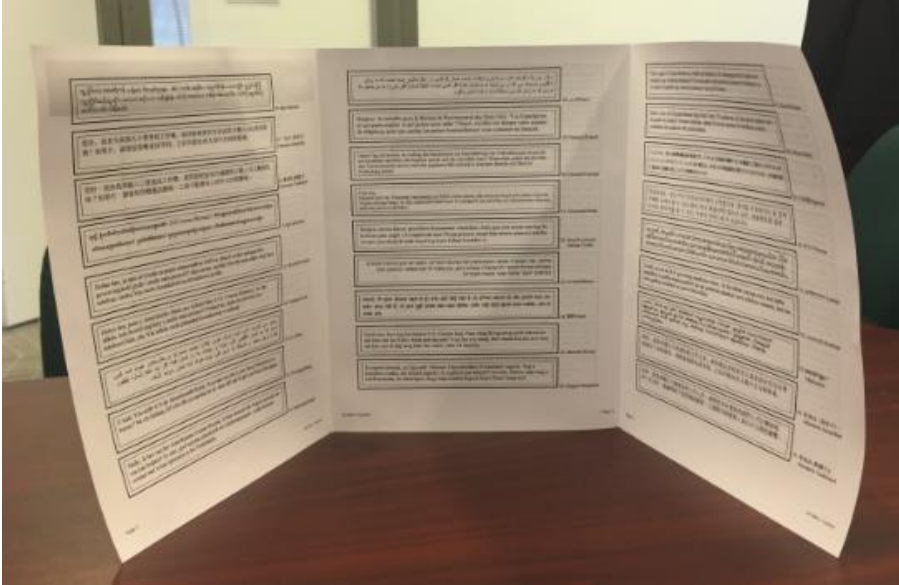
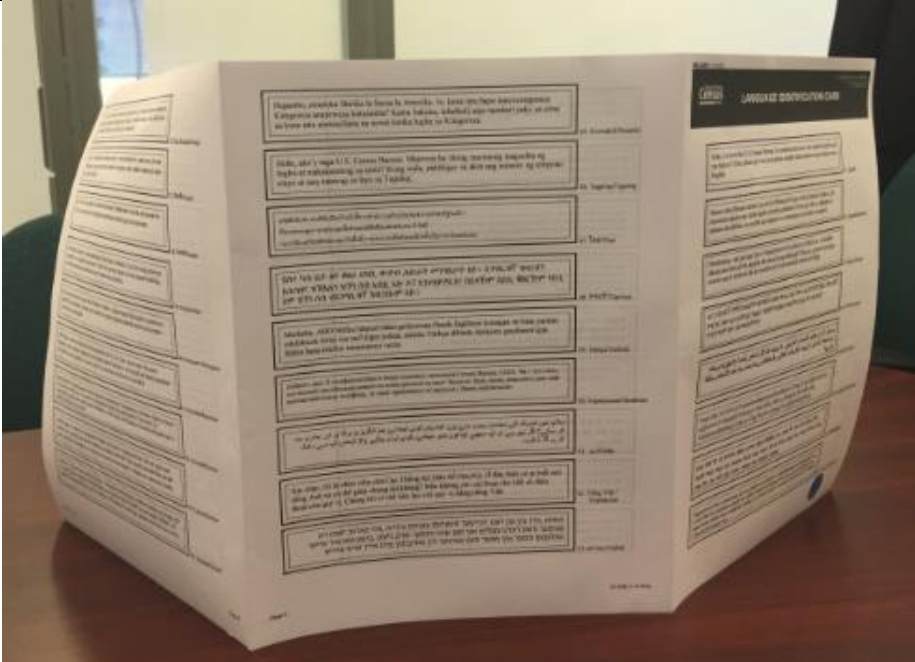
### Instructions for Materials/Items to be in the Videos

Census Logo Bag	<ul style="list-style-type: none"> <li>● IWR carries the bag on the shoulder</li> <li>● Logo-side should face the camera, to be visible at all times</li> </ul>
Census ID Badge	<ul style="list-style-type: none"> <li>● IWR wears it at all times: hanging around neck or clipped on the collar area. DO NOT ZOOM IN. See <b>Exhibit A</b> for what's acceptable.</li> <li>● When the script says "Shows Census ID for 5 seconds" <ul style="list-style-type: none"> <li>⇒ IWR count to self for 2 seconds before saying the next line (the total interaction will naturally be 5 seconds, no need to force it)</li> <li>⇒ Camera does NOT zoom in.</li> </ul> </li> </ul>
Language ID Card	<ul style="list-style-type: none"> <li>● Only used in "Language Barrier" script.</li> <li>● Presentation sequence: <ol style="list-style-type: none"> <li>1. Title page p.1 is placed on top in brochure style trifold. <b>See Exhibit B.</b></li> <li>2. Chinese/Korean/Russian/Vietnamese: Open the flap and to show the inside (pages 2-3-4, from left to right)</li> <li>3. Russian/Vietnamese: Flip it back to see pages 5-6-1, from left to right. Note that Page 1 is the original cover page.</li> </ol> </li> <li>● Camera follows the eye-scanning of the language card when IWR &amp; R look at the card together and flipping the pages. The card should be in the scene, but it is not crucial to show the content.</li> </ul>
Smartphone	<ul style="list-style-type: none"> <li>● Only used in "Language Barrier" script, but should be shown carried by IWR in all videos.</li> <li>● When the script calls for IWR to "launch the Language Phone instrument", actor should swipe and tap the screen with finger as if (s)he opens an app. Then turns the phone around and does not let go. R tap the screen as if typing a phone number.</li> <li>● Camera does NOT zoom in on the phone screen, but the phone should be in the scene.</li> </ul>
Security Warning Card	<ul style="list-style-type: none"> <li>● Only shown in "Unaware", "Fear", "Low Engagement" videos. <b>See Exhibit C.</b></li> <li>● After IWR hands it to R, the script says "Camera to zoom in on the content of the card for 3 seconds". Film Director can hold up a card already in his/her hands in front of the camera and count to self for 3 seconds. When the film Director puts it down, that is the cue for the R to say the next line.</li> </ul>

**Exhibit A. Acceptable ID Clarity in the Videos**



## Exhibit B. Language ID Card

<p><b>Title page</b> (p.1)</p>	<p>DD-3309 (1-19-2016)</p> <p><b>United States Census Bureau</b></p> <p><b>U.S. DEPARTMENT OF COMMERCE</b> Economics and Statistics Administration U.S. CENSUS BUREAU</p> <p><b>LANGUAGE IDENTIFICATION CARD</b></p> <p>Hello, I'm from the U.S. Census Bureau. Is someone here now who speaks English and can help us? If not, please give me your phone number and someone may contact you in English.</p> <p>01. English</p> <p>Buenos días (Buenas tardes), soy de la Oficina del Censo de los Estados Unidos. ¿Se encuentra alguien que hable inglés y pueda ayudarnos? Si no, por favor, dígame su</p>
<p><b>Inside panels</b></p> <p>(Pages 2-3-4 from left to right)</p>	
<p><b>Back panels</b></p> <p>(Pages 5-6-1 from left to right)</p>	

## Exhibit C. Security Warning Statement: Example (Chinese)



U.S. DEPARTMENT OF COMMERCE  
Economics and Statistics Administration  
U.S. CENSUS BUREAU

## 您提供的资料会受到严格保密

美国法律要求人口普查局严格保密您所提供的资料。这就是说人口普查局不能泄露任何可能识别您个人的资料。美国人口普查局的所有工作人员都经宣誓，如果他们泄露任何能够识别您或您住户的资料，他们会受到监禁或罚款，或是即监禁又罚款。您所提供的资料仅是用于统计目的。

根据《美国法典》第十三章（第 9, 141, 193, 214, 221 节）要求，法律规定您必须提供人口普查所要求的资料。依据 2015 年联邦增强网络安全法案，通过监察传输您资料的系统，来确保您个人资料受到保护，避免网络安全风险。请上网 [www.census.gov](http://www.census.gov)，并点击该网页下方的“Data Protection and Privacy Policy”来了解更多有关我们保护隐私和资料的政策。

人口普查局非常感谢您的帮忙与合作。

如果某项问卷调查没有显示管理和预算办公室（OMB）的有效批文号，受访者不必参与和提供任何资料。2017 年人口普查测试的 OMB 有效批文号是 OMB No. xxxx-xxxx; 有效日期是 xx/xx/xxxx。

如果您对这项问卷调查有任何意见，请将意见寄到 Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233。也可以用电子邮件寄出您的意见，电子邮件地址是 [2020.census.paperwork@census.gov](mailto:2020.census.paperwork@census.gov)，请在题目栏上注明“Paperwork Reduction Project xxxx-xxxx”。

For a copy of this information in English, see the reverse side. (此页反面有该信息的英文版。)

FORM DH-31(E/C) (12-19-2018)

## **Appendix B:**

### **Cross-Language Adaptions in the Video Scripts**



## Appendix B: Cross-Language Adaptations in the Video Scripts

### Appendix B1: Language Barrier

The interviewer does not speak the respondent's language and uses the Language ID card. The interviewer speaks in English in this dialogue. The messages shown in the video cover the following:

- Greeting
- Self-introduction
- Purpose of visit
- Confirmation of language barrier
- Use of Language ID Card to identify respondent's language
- Request for phone number in the Language Phone instrument

CENSUS IWR

**Base English, Chinese, Korean, Vietnamese, Arabic, Russian, and Spanish:** [Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck or clipped on the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.]

RESPONDENT

**Base English, Chinese, Korean, Vietnamese, Arabic, Russian, and Spanish:** [Opens the door and looks at the IWR suspiciously through the half open door]

CENSUS IWR

**Base English, Chinese, Korean, Arabic, Russian, and Spanish:** Hello/good morning/good afternoon/good evening. Sorry to bother you. My name is XXX and I work for the U.S. Census Bureau. Here is my ID. [Shows Census ID for 5 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.] The Census Bureau is conducting a nationwide Census...

**Vietnamese:** My name is XXX and I work for the U.S. Census Bureau. Here is my ID. [Shows Census ID for 5 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.] The Census Bureau is conducting a nationwide Census...

RESPONDENT

**Base English:** [Interrupts and uses non-verbal behavior to show "not interested, please go away". For example, in some cultures people would wave their hand vigorously.] No English.

**Chinese:** [Interrupts and shakes head] No English.

**Korean:** [Interrupts. Wave hands left and right and look aside and wave one hand from inside to outside to mean "go away"] No English.

**Vietnamese:** [Interrupts and uses non-verbal behavior to show "not interested, please go away".] No. No English. [R is about to close the door. IWR quickly steps up to talk to R before the door closes, but not in an intimidating way.]

**Arabic:** [Interrupts and also uses non-verbal behavior to show "not interested, please go away".] No English.

**Russian and Spanish:** [Interrupts and uses non-verbal behavior to show "not interested, please go away". For example, in some cultures people would wave their hand vigorously.] No English!

#### CENSUS IWR

**Base English:** That's ok. Let me show you something. [Locates the Language ID Flashcard from the printed materials on hand.]

Please look at this card, [Points to IWR's eyes first and points to the card] and point to me your language.

**Chinese:** That's ok. Let me show you something. [Locates the Language ID Flashcard from the printed materials on hand.] Please look at this card. [ points to the card.] [Should not have too many actions. Will scare people] and point to me your language.

**Korean, Arabic, Russian, and Spanish:** That's ok. Let me show you something. [Locates the Language ID Flashcard from the printed materials on hand.] Please look at this card. [Points to IWR's eyes first and points to the card.] and point to me your language.

**Vietnamese:** [Locates the Language flash card promptly, and shows it to R with the title page up, through the door about 10 inches open.] That's ok. Let me show you something. [IWR presents the language card gesturing with a hand as if scanning the title page from top to bottom. R sees it through the open door with a little anxiety and curiosity. As IWR scans the title "LANGUAGE" and down to language boxes on the cover page, R steps out of the door looking more curious.] Please look at this card, [Points to IWR's eyes first and points to the card] and point to me your language.

#### RESPONDENT

**Base English:** [Gets out of house and stand in front of the closed door]

**Chinese:** [Stands behind the door, with door half-open]

**Korean, Vietnamese, Arabic, Russian, and Spanish:** [Gets out of house and stand in front of the closed door]

#### CENSUS IWR

**Base English:** [Hands the Language ID Flashcard to R and stands right next to R. Both IWR and R faces the camera.] [R slowly scans the right column of the first page from top to bottom with index finger or hand] Let's take a look at this together. What is your language?

**Chinese:** [R slowly scans the right column of the first page from top to bottom with index finger] Let's take a look at this together. What is your language?

**Korean:** [R slowly scans the right column of the first page from top to bottom with hand] Let's take a look at this together. What is your language?

**Vietnamese, Arabic, Russian, and Spanish:** [R slowly scans the right column of the first page from top to bottom with index finger or hand] Let's take a look at this together. What is your language?

#### RESPONDENT

**Base English:** [Culturally appropriate non-verbal behavior to indicate affirmation, such as nodding] [Points to the language] Yes. [Says in the target language the name of the language as shown on the card] [NAME OF LANGUAGE IN THE TARGET LANGUAGE]

**Chinese:** [Points to the language] Yes. [Says in the target language the name of the language as shown on the card] Chinese!

**Korean:** [Nodding head] Here [Says the name of language shown on the card in Korean] Korean!

**Vietnamese:** [Points to the language] Ok. Ok. Vietnam. [Says in Vietnamese the name of the language as shown on the card]

**Arabic:** [Points to the language] This. [Says in the target language the name of the language as shown on the card] Arabic.

**Russian:** [Points to the language] Yes. [Says in the target language the name of the language as shown on the card] Russian!

**Spanish:** [Points to the language] This one. [Says in the target language the name of the language as shown on the card] Spanish.

CENSUS IWR

**Base English, Chinese, Korean, Vietnamese, Arabic, Russian, and Spanish:** Thank you! [Points to the language on the card, which is shown in both English and Target Language][LANGUAGE] is your language, right?

RESPONDENT

**Base English:** [Culturally appropriate non-verbal behavior to indicate positivity, such as smiling] Yes!

**Chinese, Arabic, Russian, and Spanish:** Yes!

**Korean:** [Smile and nod head] Yes.

**Vietnamese:** Okay!

CENSUS IWR

**Base English, Chinese, Korean, Vietnamese, Arabic, Russian, and Spanish:** Okay. Thank you again. Look at this please. [Points to the box next to the language]

RESPONDENT

**Base English, Chinese, Vietnamese, Russian, and Spanish:** [Shakes head left and right] No.

**Korean:** [Shakes head left and right] No...

**Arabic:** [Arabic specific: Wave hand indicating negation] No.

CENSUS IWR

**Base English, Chinese, Korean, Vietnamese, Arabic, Russian, and Spanish:** No one here speaks English? Could you give me your phone number? [Gesture for phone and point to smartphone]

RESPONDENT

**Base English, Chinese, Korean, Vietnamese, Arabic, Russian, and Spanish:** [Hesitates for 2 seconds. Looks at the IWR and her ID, appearing undecided.]

CENSUS IWR

**Base English:** [Culturally appropriate non-verbal behavior to indicate assurance, such as smiling, nodding affirmatively, etc.] Please.

**Chinese, Korean:** [Culturally appropriate non-verbal behavior to indicate assurance, such as smiling, etc.] Please.

**Vietnamese:** [Culturally appropriate non-verbal behavior to indicate assurance, such as smiling. Patiently waits while making gentle eye contact.]

**Arabic, Russian, and Spanish:** [Culturally appropriate non-verbal behavior to indicate assurance, such as smiling, nodding affirmatively, etc.] Please.

RESPONDENT

**Base English, Chinese, Korean, Vietnamese, Arabic, Russian:** Okay.

**Spanish:** It's ok.

CENSUS IWR

**Base English, Chinese, Korean, Arabic, Russian, and Spanish:** [IWR launches Language Phone instrument by swiping with finger and tapping on the screen. The video does not show the screen. IWR then holds the device to the respondent to type in the phone number.]

**Vietnamese:** Thank you very much. [IWR launches Language Phone instrument by swiping with finger and tapping on the screen. The video does not show the screen. IWR then holds the device to the respondent to type in the phone number.]

RESPONDENT

**Base English, Chinese, Korean, Vietnamese, Arabic, Russian, and Spanish:** [R types in his number]

CENSUS IWR

**Base English, Chinese, Korean, Vietnamese, Arabic, Russian, and Spanish:** Thank you. Another Census interviewer who speaks <TARGET LANGUAGE> will contact you. Thank you again! [Waves good-bye] Good Bye!

RESPONDENT

**Chinese, Korean:** Bye!

## Appendix B2: Unaware

A [target language] speaking Census interviewer visits a [target language speaking] household. The [target language] speaker is unaware of the Census.

The messages shown in the video cover the following:

- Greeting
- Self-introduction
- Purpose of visit
- Explanation of census data usage
- Explanation of privacy protection and information confidentiality
- Use of Security Warning Statement to explain how participation is required by law
- Explanation of how simple it would be to complete the census form
- Agreement from the respondent to complete the census form

### CENSUS IWR

**Base English, Adapted English, Chinese, Korean, Arabic, Russian, and Spanish:** [Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck, or clipped to the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.]

**Vietnamese only:** [Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck, or clipped to the lapel/collar area). Knocks on the door and waits, holding the Census ID at the shoulder level while waiting for R to open the door and keep holding it. If the property has a screen door, does not prop it open.] Hello, is anyone home?

### RESPONDENT

**Base English and Adapted English:** [Opens the door] Yes?

**Chinese:** Who is this?

**Korean:** Who are you?

**Vietnamese:** Who is it?

**Arabic:** Yeah?

**Russian:** Yes?

**Spanish:** Yes? What do you want?

### CENSUS IWR

**Base English and Adapted English:** Hello/good morning/good afternoon/good evening. Sorry to bother you. My name is XXX and I work for the U.S. Census Bureau. Here is my ID. [Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.] The US Census Bureau is conducting a nationwide Census right now and I am here to complete a Census questionnaire for [ADDRESS]. May I please ask, do you live here at [ADDRESS]?

**Chinese:** Hello! Sorry to bother you. I work for the U.S. Census Bureau. My last name is XXX, and here is my work ID. [Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.] Right now the U.S. Census Bureau is conducting a nationwide Census. I am here to help people living in this [ADDRESS] to complete a Census form. May I please ask, do you live here at [ADDRESS]?

**Korean:** Hello. Let me excuse you for a minute. I am XXX from the U.S. Census Bureau. Here is my ID. [Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then

makes sure the ID is visible to the respondent during the rest of the interactions.] The US Census Bureau is currently conducting a nationwide Census population survey. I came to do the Census survey for this address. Are you the one who lives at [ADDRESS]?

**Vietnamese:** [Keeps holding the ID at the shoulder level]

Hello, “bà” (ma’am: age-gender appropriate pronoun)!

Sorry to bother you, bà. I work for the Census Bureau. My name is Ngoc. Here is my ID. [Brings the Census ID closer to R’s eye level for 3 seconds so R can see it better. Then makes sure the ID is visible to the respondent during the rest of the interactions.] The U.S. Census Bureau is carrying out a nationwide survey to count people and I am here to help you to complete this Census questionnaire for address [ADDRESS]. Can I please ask, are you currently living at this address [ADDRESS]?

**Arabic:** Hello/morning of peace/evening of peace. Pardon me for bothering you. My name is XXX and I work for the American Bureau for the counting of people. This is my identification card. [Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.] The American Bureau for the counting of people is currently undertaking the counting of all the people who live in this country. I am here to fill out the form for the counting of people [Census form] for [ADDRESS]. Please, do you live here at [ADDRESS]?

**Russian:** Sorry to disturb you. My name is XXX, I work at US Census Bureau. Please, here’s my ID. [Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.] At this time the US Census Bureau is conducting the national census and I’ve come here to fill in the census form at the address [ADDRESS]. May I ask, do you live at this address [ADDRESS]?)

**Spanish:** Good morning/Good afternoon/Good evening. Sorry to disturb you.

My name is XXX and I work for the U.S. Census Bureau. Here is my ID. [Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.] The U.S. Census Bureau is conducting the population census in the whole country and I am here to complete the census questions for [ADDRESS]. Could you tell me if you live here at [ADDRESS]?

RESPONDENT

**Base English and Adapted English:** What is this about?

**Chinese, Korean:** What is this about?

**Vietnamese:** What for?

**Arabic:** Why this question?

**Russian:** What’s the matter?

**Spanish:** What is this census thing about?

CENSUS IWR

**Base English and Adapted English:** [In a reassuring tone] Every ten years the United States government conducts a Census, which is a questionnaire to count **everyone** who is living in the United States. The Census is very important. The results from the Census will be used to help each community to get its fair share of federal funding for many programs and public services.

**Chinese:** [In a reassuring tone] It is about the census. Every ten years the United States government conducts a Census. It is done through a census form to count **everyone** who is living in the United States. The Census is very important, because the results from the Census will be used to help each community to get its fair share of federal funding for carrying out various programs and for building public services.

**Korean:** [In a reassuring tone] The U.S. government conducts a population census which is to count **everyone** who is living in the U.S every ten years. Government funding which supports various services that each local community needs will be determined fairly according to the census results. So

(the census) is very important.

**Vietnamese:** Every ten years the U.S. government carries out a Census to count everyone, who is currently living in the U.S. This Census is very important. The results from this Census will be used to help each community to receive federal funding for the programs and public services such as schools and hospitals.

**Arabic:** Every ten years, the United States government undertakes the counting of people [Census], and it means counting all the people who live in the United States. The counting of people [Census] is very important. The results from this counting of people will be used to help each community to receive its fair share of government funding, for many programs and public services.

**Russian:** The thing is that every 10 years the US government conducts a population census in the form of a questionnaire with the goal to count **all** inhabitants of the USA. Census is a very important activity. Its results will help each community to get fair distribution of funds from the federal budget for various programs and services.

**Spanish:** Every ten years the government of the United States conducts a Census. A census is a survey to count **all the persons** who are living in the United States. The Census is very important. The results will be used so that each community will get its fair share of federal funding it is due for many public programs and services.

#### RESPONDENT

**Base English and Adapted English:** Why do they count people? I don't understand why it is that important.

**Chinese:** Why is the census needed? Is it that important?

**Korean:** I don't understand why counting people is that important.

**Vietnamese:** Why count each person? I don't understand why it is that important.

**Arabic:** Why do they count people? I don't understand the importance of it.

**Russian:** And why do they need to count people? I don't understand why it's so important.

**Spanish:** Why do they count the number of persons? I don't understand why that is so important.

#### CENSUS IWR

**Base English:** It is important because the U.S. government uses the information to make plans and policy decisions about the programs and services for each community. So it is very important to have an accurate count of people in the Census. For example, federal funding can help improve services to the elderly if the Census counts shows there are many elderly in this area. Federal funding can also help build or improve community centers, schools, hospitals, roads, and services for children and the elderly. [Speaks confidently] So it is very important that everyone participates in the census! Your participation will help yourself, your neighbors, and the [Specific Ethnicity] community!

**Adapted English:** It is important because the U.S. government uses the information to make plans and policy decisions about the programs and services for each community. So it is very important to have an accurate count of people in the Census. For example, federal funding can help improve services to the elderly if the Census counts shows there are many elderly people in this area. Federal funding can also help build or improve community centers, schools, hospitals, roads, and services for children and the elderly. [Speaks confidently] So it is very important that everyone participates in the census! Your participation will help you, your neighbors, and your community!

**Chinese:** [Speaks confidently. Keeps eye contact] It is important because the U.S. government uses the census results to make plans and policy decisions about providing programs and services for each community nationwide, such as community centers, schools, hospitals, roads, and services for children and the elderly. So it is very important to have an accurate count of people in the Census. For example, if the census data shows there are many elderly people in a certain area, federal funding can

help improve services to the elderly. So the census is very important. And everyone must participate in the census! Your participation will help yourself, and the Chinese community!

**Korean:** The U.S. government decides programs or services that each local community needs using this information. For example, if the census results tell there is a large senior population, federal funding for senior service will be allotted. Likewise, they build community centers, schools, hospitals, roads, and improve service for children. [In a confident voice] So, it is very important that every individual participates in the census! Your participation will help yourself, your neighbors, and furthermore Koreans who are living in the U.S.

**Vietnamese:** This is very important because the U.S. government uses this information to make plans and decisions for the policy for program and public services for each community. So, counting accurate number of people for this Census is very important. For example, federal government funding can be used to improve caring services for the seniors in this area. Federal funding is also used to build and improve the community centers, [stressing each example] schools, hospitals, and caring services for children and seniors. [Speaks confidently] So everyone's participation in this Census is very important. Your participation will help the Vietnamese community, yourself, and your neighbors!

**Arabic:** It's important because the United States government uses this information to make decisions regarding planning and running programs and services for each community. That's why it's very important that there is an accurate counting of people in the counting of people [Census]. For example government funds can help in improving services for the elderly, if the counting of people showed that there are many of them in this area. Government funds can help also in build and improve community centers, schools, hospitals, roads and services for children and the elderly. [Speaks confidently] For that it's very important that everyone participates in the counting of people! Your participation will help you and help your neighbors and the Arab community.

**Russian:** You see, to accurately count all inhabitants during the Census is very important because the US government uses this information when it plans and makes decisions on the development of various programs and services in each community. For example, if the Census results reveal many elderly in your community, then the federal funds may be used to improve services for them. The federal funding also may be used to build or modernize local community centers, schools, hospitals, roads, and improvement of services for children and the elderly. So as you see for yourself, it is very important that everyone participates in the census! Your participation is very important as well. You'll do good for yourself, your neighbors, and other Russian speakers in your community! Right now all inhabitants of the country are participating in the Census.

**Spanish:** It is important because the U.S. government uses that information to make plans and decisions about the programs and services that each community needs. That is why it is very important that the census count exactly how many persons there are. For example, if the census shows that there are many elderly in this area, federal funds can help improve services to the elderly. With federal funds you can also help build or improve community centers, schools, hospitals, roads, and services for children and the elderly. [Speaks confidently] That is why it is very important that everyone participates in the census! By participating, you help yourself, your neighbors, and the Hispanic community!

#### RESPONDENT

**Base English and Adapted English:** Okay. So, what do I need to do?

**Chinese:** Oh, alright. So, what do I need to do?

**Korean:** I see. Then, what should I do?

**Vietnamese:** What do I need to do?

**Arabic:** Alright, what do I have to do?

**Russian:** OK, so what do I have to do?

**Spanish:** It's ok. What do I have to do?



#### CENSUS IWR

**Base English:** I will ask you questions from the Census questionnaire, and please give me the answers to those questions. May I please ask, do you live here at [ADDRESS]?

**Adapted English:** I will ask you questions from the Census questionnaire, and you will answer them. May I please ask, do you live here at [ADDRESS]?

**Chinese:** I will please ask you some questions from the Census form. You can just give me the answers to those questions. May I please ask, do you live here at [ADDRESS]?

**Korean:** When I give you census questions, you should answer them. You live at [ADDRESS], right?

**Vietnamese:** Bà, please answer these questions in the Census questionnaire. Are you currently living at address [ADDRESS]?

**Arabic:** I will ask you questions from the counting of people form [Census form]. Please give me the answers to these questions. Please, do you live here at [ADDRESS]?

**Russian:** I'll read you the survey questions and you, please, answer them. Do you live at this address [ADDRESS]?

**Spanish:** I will ask you the census questions and you will answer them for me. Can you tell me if you live here at [ADDRESS]?

#### RESPONDENT

**Base English:** Yes. But I don't speak English very well and I am not sure I can complete the questionnaire well.

**Adapted English:** Yes. But I'm not very good with surveys and I'm not sure I can complete the questionnaire well.

**Chinese:** Yes. But my English is not good. Don't know if I can answer the questions on the census form.

**Korean:** Yes, right. However, I don't speak English well...so I am not sure if I can answer the questions well...

**Vietnamese:** Right. But I don't speak English well and I don't think I can complete this questionnaire well.

**Arabic:** Yes, but I don't speak English well and I'm not sure about [my ability] filling out the form in a good [correct] way.

**Russian:** Yes, but I don't speak English very well and I'm not sure if I'll be able to fill in this questionnaire correctly.

**Spanish:** Yes. But I don't speak English very well and I am not sure if I can complete the census questions properly.

#### CENSUS IWR

**Base English:** The Census questionnaire is in [target language] and I will help you. The Census questions are easy. We just need to know how many people live in the household and some basic information about them, such as their sex, age, etc.

**Adapted English:** The Census questions are easy. We just need to know how many people live in the household and some basic information about them, such as their sex, age, etc.

**Chinese:** That is alright. We have a census form in Chinese, and I will help you. The Census questions are very simple. They just ask how many people live here and some basic information about them, such as sex, age, etc.

**Korean:** The questionnaire is prepared in Korean and I will help you. The questions are very easy and basic such as how many people live in this house, sex and age.

**Vietnamese:** This Census questionnaire is in Vietnamese and I will help you with completing it. This questionnaire is very easy. Just need to know the number of people living in this household and a few basic information about their gender, age, etc.

**Arabic:** The counting of people form is in the Arabic language, and I'll help you. The counting of people [Census] questions are easy. We want to know only how many people live in this house, and some simple information about them like sex, age, etc.

**Russian:** Don't worry, this questionnaire is in Russian, and I'll help you. The questions are not difficult. We just need to know how many people live in your household and some information about the inhabitants such as their sex, age, etc)

**Spanish:** I have the census questions is in Spanish and I will help you complete. The Census questions are easy. We just need to know how many people live in the household and some basic information about them, such as their sex, age, etc.

#### RESPONDENT

**Base English:** That is still our private information!

**Adapted English:** But that is private information!

**Chinese:** But those are still very personal questions!

**Korean:** Isn't that all personal information?

**Vietnamese:** That is my private information!

**Arabic:** But this is private information!

**Russian:** But this is private information!

**Spanish:** But that is private information!

#### CENSUS IWR

**Base English and Adapted English:** All the data are grouped together, and presented in statistical format so others cannot tell what you said. This means that the answers that you provide will be kept confidential and your personal information will not be disclosed.

**Chinese:** Please don't worry. All the census data are grouped together, and then presented in statistical format so no one can know your answers. That is, the personal information you provide will be kept confidential, and will not be disclosed to others.

**Korean:** The data we collect will be grouped together and used as a statistical number so (people) cannot know which individuals answer what. So, your response and person identifying information would be kept strictly confidential and will not be disclosed outside.

**Vietnamese:** All the data will be grouped and presented in statistical numbers so it won't let anyone know what you answered. That means your answers will never be revealed and your personal information will not be disclosed.

**Arabic:** All the information will be gathered together and presented in a statistical manner. Therefore, it's not possible for others to know your answers. This means that your answers will be kept secretive [confidential] and your information undisclosed.

**Russian:** Please don't worry. Your private information will not be disclosed. All data will be grouped together in one system and processed for statistics. What will be published or disclosed will be anonymized and be produced as a statistical report, so no one will be able to know what answers you provided. You may be assured that your responses will be confidential and that your private information will not be disclosed.

**Spanish:** All the data will be grouped together and will be presented in the form of statistics so others will not know what you answered. This means that the responses that you provide are confidential and your personal information will not be disclosed.

#### RESPONDENT

**Base English and Adapted English:** Can you talk to my neighbors instead? I think they would be willing to answer your questions.

**Chinese:** Can you go ask my neighbors instead? I think they would be willing to answer your questions.

**Korean:** Could you just do it with our neighbors? I think they would do this better....

**Vietnamese:** Can you interview someone else? I think they are willing to answer your questions.

**Arabic:** Can you speak to other people instead of me? I think they will be willing to answer your questions.

**Russian:** Maybe you better talk to my neighbors? They'd be more willing to answer your questions.

**Spanish:** Why don't you rather talk to my neighbors? I think they will be willing to answer your questions.

#### CENSUS IWR

**Base English and Adapted English:** Everyone, including you and me, are **required by law** to participate in the Census. Your neighbors will have to answer about their household, too. And the law also protects your privacy and keeps your answers confidential. Here is more information about this. [Hands R the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds].

**Chinese:** Do you know your neighbors will have to answer about their household, too? Everyone, including you and me, are **required by law** to participate in the Census. And at the same time, the law also protects your privacy and keeps your personal information confidential. Here is more information about this. [Hand R the OMB information Show Card].

**Korean:** Census participation is a legal obligation for everyone including you and me. So, your neighbor should do it anyway. Your privacy and personal information will also be protected by law. If you read this, you can find relevant information in more detail. [Hand the OMB information Show Card]

**Vietnamese:** The law requires everyone including you and me to participate in this Census. Other people are also required to answer information about their households. The same law also protects your privacy and guarantees that your answers won't be revealed. And there is additional information about this law here.

**Arabic:** Everyone has to participate in the counting of people, by law, including you and me. Others have to answer about their household too. The law protects your privacy and keeps your information secretive [confidential]. Here is additional information about this matter. [Hand R the Security Warning Statement]

**Russian:** Please understand that everyone, including me and you, must participate in the Census. The US Law requires it. So your neighbors will have to also respond about their households. I'd like to point out that the Law guarantees the privacy of your personal information and confidentiality of your responses. Here you'll read about it in more detail. [Hands R the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds].

**Spanish:** All persons, including you and me, are **required by law** to participate in the Census. Your neighbors will also have to answer about their household. And that same law also protects your privacy and keeps your answers confidential. Here you have more information about this. [Hands R the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds].

#### RESPONDENT

**Base English and Adapted English:** [Glances at the card but does not read carefully] Wow, okay, I guess I have to do this. But how long does it take? I am not sure I have the time today.

**Chinese:** Oh, then, it looks I have to do it. How long does it take? Don't know if I have time today.

**Korean:** Hm...I guess I just have to do this. But how long does it take? I'm not sure if I have the time to do this today.

**Vietnamese:** Oh, alright, I guess I have to obey that. But how long will it take? I don't think that I have enough time today.

**Arabic:** Alright, I understand that I have to do this. How long will it take? I don't think I have time today.

**Russian:** Well... looks like I do have to respond. OK, how much time will it take? I'm very busy today.

**Spanish:** Wow! Okay, looks like I have to do this. How long does it take? I am not sure I have the time today.

#### CENSUS IWR

**Base English and Adapted English:** I understand you are busy. I can come back later when it is more convenient for you. I won't take up a lot of your time though. The Census questionnaire takes approximately 10 minutes to complete.

**Chinese:** I know you are busy. I can come back later when it is more convenient for you. Actually it won't take up a lot of your time. It takes approximately 10 minutes to complete the census form.

**Korean:** If you are busy, I can come back when it is convenient for you. However, this will not take long. It usually takes about 10 minutes.

**Vietnamese:** This Census questionnaire only takes about 10 minutes to complete. It will not take much of your time. If you are very busy, I can come back another time.

**Arabic:** I understand that you're busy. I can come back later at a more convenient time for you. I will not take a lot of your time. Answering the questions to the counting of people [Census] take ten minutes approximately.

**Russian:** Yes, I understand. But really, it won't take much time at all, just about 10 minutes. Please, let's complete this questionnaire.

**Spanish:** Yes, I do understand you are busy. I could come back later at a time that may be more convenient for you. But actually I won't take up a lot of your time. The Census questions can be answered in about 10 minutes.

#### RESPONDENT

**Base English:** Alright. Let's get started then. Let's go inside so it's more comfortable. [Open the door wide and make an appropriate gesture (i.e., wave hands) to let the interviewer get in] Come on in please.

**Adapted English:** Alright. Let's get started then. [INTERVIEWER and RESPONDENT move to begin completing interview.]

**Chinese:** Alright. Let's do it now. [Open the door wide and wave hands to let the interviewer get in] OK, let's come in.

**Korean:** I See. Then, let's start now. It is cold outside so come in and do it here [Open the door and let IWR in]

**Vietnamese:** Now is Ok. Let's start it. Let's go inside. [Open the door wide and wave a hand in, gesturing to let the IWR in]

**Arabic:** Alright, let's start then. Let's go inside where we can be more comfortable. [Opens the door wide and uses hand to gesture to the interviewer to come in] Please enter.

**Russian:** Ok then, let's do it. Please, come in the house. It'll be more convenient. [Open the door wide and make an appropriate gesture (i.e., wave hands) to let the interviewer get in.] Please, come in.

**Spanish:** OK, let's get started then. Let's go inside the house to be more comfortable. [Open the door wide and make an appropriate gesture (i.e., wave hands) to let the interviewer get in] Come on in please.

#### CENSUS IWR

**Base English:** Thank you. [Steps into the house. If culturally appropriate, takes off shoes]

**Chinese:** Thank you. [Steps into the house. Takes off shoes]

**Korean:** Thank you. [Take off shoes and enter the house]

**Vietnamese:** Thank you. [Steps into the house. IWR should take off shoes as soon as she gets in.]

**Arabic:** Thank you. [Steps into the house. Takes off shoes]

**Russian:** Thank you. [Steps into the house.]

**Spanish:** Thank you.

#### RESPONDENT

**Base English:** [Offers food/drink] I will bring you some [fill in].

**Chinese:** Care for some water?

**Korean:** Would you like to have hot water?

**Vietnamese:** Would you like to have some water?

**Arabic:** I'll make some coffee.

**Russian:** Some tea?

**Spanish:** May I get you a glass of water?

#### CENSUS IWR

**Base English:** [Accepts offer of food/drink] Thank you.

**Chinese:** Oh, thank you!

**Korean:** Yes, thank you.

**Vietnamese:** Yes, thank you.

**Arabic:** Thank you.

**Russian:** With pleasure, thanks.

**Spanish:** Thank you.

## Appendix B3: Fear/Mistrust of Government

The conversation takes place in [target language]. A [target language] speaking Census interviewer visits a [target language speaking] household. Because this is a government questionnaire, the [target language] speaker shows two concerns:

1. afraid of dealing with the government (fear of penalties). The respondent would rather remain “anonymous” and not bring attention to him/her because the household may include undocumented people, have too many people living in the same household, or is “isolated”.
2. does not trust what the government says (feels that government is not really trying to help, does not truly honor privacy and confidentiality).

The messages shown in the video cover the following:

- Greeting
- Self-introduction
- Purpose of visit
- Explanation of census data usage and explanation of why accurate count of people is important
- Assurance that personal information such as immigration status and social security numbers are not collected
- Explanation of respondent’s privacy and information confidentiality
- Explanation of penalties to Census Bureau employees for disclosing private information
- Explanation of benefits that come from completing the census
- Use of Security Warning Statement to explain how participation is required by law
- Explanation of how simple it would be complete the census form
- Agreement from the respondent to complete the census form

### CENSUS IWR

**Base English, Adapted English, Chinese, Korean, Arabic, Russian, and Spanish:** [Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck or clipped to the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.]

**Vietnamese only:** [Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck or clipped to the lapel/collar area). Knocks on the door and waits, holding the Census ID at the shoulder level while waiting for R to open the door and keep holding it. If the property has a screen door, does not prop it open.] Hello, is anyone home?

### RESPONDENT

**Base English and Adapted English:** [Opens the door and looks at the IWR suspiciously through the half open door]

**Chinese, Korean, Vietnamese, Arabic, Russian, and Spanish:** [Opens the door and looks at the IWR suspiciously through the half open door]

### CENSUS IWR

**Base English and Adapted English:** Hello/good morning/good afternoon/good evening. Sorry to bother you. My name is XXX, and I work for the U.S. Census Bureau. Here is my ID. [Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

**Chinese:** Hello! Sorry to bother you. I work for the U.S. Census Bureau. My last name is XXX, and here is my work ID. [Shows Census ID for 5 seconds by holding the ID at shoulder level so that R can

see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

**Korean:** Hello. Let me excuse you for a minute. I am xxx from the U.S Census Bureau. Here is my ID. [Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

**Vietnamese:** [Keeps holding up the ID at the shoulder level] Hello, chú (mister/sir: age-gender appropriate pronoun)! I work for the Census Bureau. My name is Ngoc. This is my ID. [Brings the Census ID closer to R's eye level for 3 seconds so R can see it better. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

**Arabic:** Hello/morning of peace/evening of peace. Pardon me for bothering you. My name is XXX and I work for the American Bureau for the counting of people. This is my identification card. [Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

**Russian:** (Hello/Good morning/good afternoon/good evening.) Sorry for inconvenience. My name is XXX, I work at US Census Bureau. Please, here's my ID. [Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

**Spanish:** Good morning/Good afternoon/Good evening. Excuse me for disturbing you. My name is XXX, and I work for the U.S. Census Bureau. Here is my ID. [Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.]

#### RESPONDENT

**Base English and Adapted English:** The respondent looks afraid when they see the badge, opens his/her eyes more, pulls his/her forehead up, and steps slightly back from the door.]

**Chinese, Vietnamese, Arabic, Russian, and Spanish:** The respondent looks afraid when they see the badge, opens his/her eyes more, pulls his/her forehead up, and steps slightly back from the door.]

**Korean:** [The respondent looks afraid when seeing the badge. She steps slightly back from the door and only shows the face through the door.]

#### CENSUS IWR

**Base English and Adapted English:** The U.S. Census Bureau is conducting a nationwide Census right now and I am here to complete the questionnaire for [ADDRESS].

**Chinese:** Right now the U.S. Census Bureau is conducting a nationwide Census. I am here to help people living in this [ADDRESS] to complete a Census form. May I please ask, do you live here at [ADDRESS]?

**Korean:** The U.S. Census Bureau is currently conducting a nationwide Census. I came to do a Census survey for [ADDRESS].

**Vietnamese:** The U.S. Census is carrying out a nationwide survey and I am here to help you complete this Census questionnaire for address [ADDRESS].

**Arabic:** The American Bureau for the counting of people is currently undertaking the counting of all the people who live in this country. I am here to fill out the form for the counting of people for [ADDRESS].

**Russian:** At this time U.S. Census Bureau is conducting the national census and I've come here to fill in the census form at the address [ADDRESS].

**Spanish:** The U.S. Census Bureau is conducting a the Population Census across the country and I am here to complete the census questions for [ADDRESS].

RESPONDENT

**Base English and Adapted English:** [Appears surprised and uncomfortable] Why does the Census Bureau need to talk to me?

**Chinese:** Why does the Census Bureau need to talk to me?

**Korean:** Why did the Census Bureau come to me?

**Vietnamese:** Why does the Census Bureau want to talk to me?

**Arabic:** Why does the Bureau for the counting of people want to talk to me?

**Russian:** And why is Census Bureau interested in me?

**Spanish:** Why does the Census Bureau need to talk to me?

CENSUS IWR

**Base English:** I did not come to this address because of you personally ma'am/sir. Every ten years the United States government conducts a Census, which is a questionnaire to count **everyone** who is living in the United States. It is very important.

**Adapted English:** We need to speak with someone at this address, not with you specifically. Every ten years the United States government conducts a Census, which is a questionnaire to count **everyone** who is living in the United States. It is very important.

**Chinese:** We did not come here to look for you specifically. We need to count everyone who lives in the United States. Every ten years the United States government conducts a Census. It is done through a census form to count all people living in the United States. It is very important.

**Korean:** I did not come to find an individual person, but came to this address. The U.S. government conducts a population census which is to count **everyone** who is living in the U.S every ten years. This is very important.

**Vietnamese:** I am not here for you personally, sir. Every ten years the U.S. government conducts the Census to count everyone, who is currently living in the U.S. This is very important.

**Arabic:** Madam/Sir, I didn't come to this address for you personally. We need to count everyone who lives in the United States. Every ten years, the United States government undertakes this counting of people (Census) which is a questionnaire for counting everyone who lives in the United States. This is very important.

**Russian:** The thing is that it's important that Census Bureau obtains information about every household and its members, so in essence I've come here regarding this address and not you personally. Every 10 years the US government conducts Census in the form of a questionnaire with the goal to count all inhabitants of the USA. Believe me, it's very important. Right now all inhabitants of the country are participating in the Census.

**Spanish:** We need to speak with someone at this address, not with you in particular. Every ten years the United States government conducts a Census, which is a survey to count **all the persons** who are living in the United States. It is very important.

RESPONDENT

**Base English:** [At this point the respondent looks concerned, closes his/her eyes a little and tilts his/her head.] Oh, counting people...? [Appears nervous] We don't have too many people living here. Why do they count people?

**Adapted English:** [At this point the respondent looks concerned, closes his/her eyes a little and tilts his/her head.] Oh, counting people...? [Appears very serious] We don't have too many people living here. Why do they count people?

**Chinese:** Oh, counting people...? [Appears nervous] We don't have many people living here. Why do they count people?

**Korean:** [Wrinkle one's forehead] Hm...counting people? [Appears nervous] Not that many people live



here. Why do you have to count people?

**Vietnamese:** Oh counting people...? [Appears nervous] There are no too many people here! Why count people?

**Arabic:** Counting people...? [Appears nervous] We don't have many people [living] here. Why do they count people?

**Russian:** Oh, counting people...? [Appears nervous] There aren't too many people living here. Why count people?

**Spanish:** Oh, they count how many people there are? [Appears nervous] Not too many people live here. Why do they count people?

#### CENSUS IWR

**Base English:** This is because the U.S. government uses the information to make plans and policy decisions about the programs and services for each community. So it is very important to have an accurate count of people in the Census.

**Adapted English:** The U.S. government uses the information to make plans and policy decisions about the programs and services for each community. So it is very important to have an accurate count of people in the Census.

**Chinese:** This is because the U.S. government uses the census results to make plans and policy decisions to provide programs and services for each community nationwide. So it is very important to have an accurate count of people in the Census.

**Korean:** The U.S. government decides programs or services that each local community needs using this information. So, accurate population count is very important.

**Vietnamese:** Counting people is very important because the U.S. government uses this information to plan and to decide on policy about programs and services for each community. Counting accurate number of people for this Census is very important.

**Arabic:** Because the United States government uses this information for planning and taking decisions relating to policies with regards to programs and services for each community. Therefore, it's very important for the counting of people [Census] to be accurate.

**Russian:** You see, to accurately count all inhabitants during the Census is very important because the US government uses this information when it plans and makes decisions on the development of various programs and services in each area. They count how many people live in each household to know the number of people in each area.

**Spanish:** The U.S. government uses the information to make plans and make decisions about the programs and services for each community. For this reason it is very important to count people with precision in the Census.

#### RESPONDENT

**Base English and Adapted English:** [At this point distrust begins to kick in. The respondent demonstrates a more assertive attitude.]  
Government? I don't want the government to know my personal information.

**Chinese:** Government? Oh, we don't want to let the government know too much of our personal information.

**Korean:** [At this point R shows mistrust and demonstrates a more assertive attitude by raising the pitch of the tone] Government? The U.S. government? I do not want to give my personal information to the government.

**Vietnamese:** The government? I don't want the government to know anything about my personal information.

**Arabic:** The government? I don't want the government to know my personal information.

**Russian:** Government? I don't want the government to have my personal information.

**Spanish:** The government? I don't want the government to have my personal information.

#### CENSUS IWR

**Base English:** [Assuring] The Census questions are very simple. We just need to know how many people live in the household and some basic information about them, such as their sex, age, etc. We don't need to know about anyone's immigration status or social security numbers. All the data are grouped together, and presented in statistical format. This means that the answers that you provide will be kept confidential and your personal information will not be disclosed.

**Adapted English:** [Assuring] The Census questions are very simple. We just need to know how many people live in the household and some basic information about them, such as their sex, age, etc. We don't need any personal information such as social security numbers. All the data are grouped together, and presented in statistical format. This means that the answers that you provide will be kept confidential and your personal information will not be disclosed.

**Chinese:** The Census questions are very simple. We just ask know how many people live here and some basic information about them, such as their sex, age, etc. We don't ask about anyone's immigration status or social security numbers. In addition, all the data are grouped together, and presented in statistical format. That is, the personal information that you provide will be kept confidential and will not be disclosed to others.

**Korean:** [Speaking confidently] The Census questions are very simple. I will ask very basic questions such as how many people live in this house, sex, and age, and will not ask about your social security number or immigration status at all. The data we collect will be grouped together and used as a statistical number so (people) cannot know which individuals answer what.

**Vietnamese:** [Assuring] The questions in the Census questionnaire are very simple. You only need to answer how many people currently living in this household and a few basic information about gender, age, etc. You don't need to answer your immigration status or social security number. All data will be grouped and presented in statistical number format, so it won't let anyone know what you answered. That means your answers will never be revealed and your personal information will not be disclosed.

**Arabic:** The counting of people [Census] questions are very simple. We only want to know how many people live in the home, and some simple information about them, like sex, age, etc. For the counting of people [Census] purposes, the government doesn't want to know about immigration status, religion or social security number, for anyone. All the information gathered together and is presented in a statistical manner. This means that your answers will remain guaranteed secrecy [confidential] and your personal information undisclosed.

**Russian:** You may be assured that your responses will be confidential and that your private information will not be disclosed. All data will be grouped together in one system and produced as a statistical report. The Census questions are very simple. We just need to know how many people live in your household and some information about the inhabitants such as their sex, age, etc. We don't ask the inhabitants about the immigration status; neither we require the Social Security number.

**Spanish:** The Census questions are very easy. We just need to know how many people live in the household and some basic information about each of them, such as their sex, age, etc. We don't need to know about anyone's immigration situation or social security numbers. All the data will be grouped together, and presented in the form of statistics. This means that the answers that you give us are confidential and your personal information will not be disclosed.

#### RESPONDENT

**Base English and Adapted English:** That's what you say but then things happen, right? I don't want to take any risks.

**Chinese:** That's just what you say! But who knows, right? I don't want to take any risks.

**Korean:** That is always what's told, but accidents happen in the end. I don't want to be involved in such a pointless thing.

**Vietnamese:** Yes, you say that but it won't be easy that nothing will not ever happen, right? I don't want anything to happen.

**Arabic:** This is what you say. But it's possible that something can happen, right? I don't want risks.

**Russian:** You say so now but later something may happen... I don't want to run risks...

**Spanish:** Yes, that's what you say now... but later, who knows, right? I don't want to run any risks.

#### CENSUS IWR

**Base English and Adapted English:** Let me assure you that the U.S. Census Bureau honors privacy and protects confidentiality. All the Census Bureau employees have taken an oath to keep your questionnaire answers confidential. If I disclose any private information, I will go to jail or pay a fine, or both!

**Chinese:** Let me assure you, the U.S. Census Bureau will definitely protect your privacy and your personal information. All the Census Bureau employees have taken an oath to keep the information you provide confidential. If I disclose any of your personal information, I will go to jail or pay a fine, or both going to jail and paying a fine.

**Korean:** The U.S. Census Bureau honors privacy and strictly protects confidentiality. All staff of the Census Bureau including me took an oath about personal information protection. So, if I divulge any of the information, I will go to jail or pay a fine, or do the both!

**Vietnamese:** I can guarantee you that the U.S. Census Bureau will not let any information divulged and protects everyone's personal information. All Census Bureau employees have sworn in to keep your answers on the questionnaires confidential. If I disclosed any personal information, I will go to jail or pay a fine, or both!

**Arabic:** Let me assure you that the American Bureau for the counting of people respects your privacy and protects the secrecy [confidentiality] of your information. All the employees from the Bureau for the counting of people have taken an oath to keep the answers on the form secret. If I divulge any private information, I will go to jail or pay a fine or both together.

**Russian:** I assure you that Census Bureau follows the rules of privacy of personal information and confidentiality. All the Census Bureau employees have taken an oath of non-disclosure of information and must keep your questionnaire answers confidential. If anyone working for the Census Bureau, including me, discloses any private information, that person will be punished by penalty of jail or paying a fine, or both!

**Spanish:** I want to assure you that the U.S. Census Bureau respects respondents' privacy and protects their confidentiality. All of us, Census Bureau employees, have sworn to keep respondents' answers confidential. If I share any private information, I will be sent to jail or will be fined, or both.

#### RESPONDENT

**Base English:** I don't think the government really cares about [Specific Ethnicity] people. I've lived in this neighborhood for many years, and nothing changed: classrooms are overcrowded, and traffic is not good.

**Adapted English:** I don't think the government really cares about my community. I've lived in this neighborhood for many years, and nothing has changed: classrooms are overcrowded, and traffic is not good.

**Chinese:** The U.S. government really cares about the Chinese community. I've lived here for many years, and nothing changed: classrooms are overcrowded, and traffic is jammed.

**Korean:** I do not think the U.S. government really cares about Korean people. I have been living here for many years, but there is nothing that's changed. The classrooms are always overcrowded with kids and the roads are always jammed...

**Vietnamese:** I don't think the American government cares about the Vietnamese people. I have lived in this area for years and I have not seen any changes at all! For examples, not enough ESL classes and it is very hard to find Vietnamese Interpreters at the hospitals.

**Arabic:** I don't think that the government gives any attention to Arabs. I lived in this neighborhood for many years, and nothing changed. The level of unemployment is high and the schools, roads and medical services are not good.

**Russian:** I don't think that the government really cares about what is happenings in our area. I've lived here for many years, and nothing has changed in all this time: classrooms are overcrowded, and traffic is horrible.

**Spanish:** I don't think the government is really interested in Hispanics. I've lived in this neighborhood for many years, and nothing ever changes: classrooms have too many children, and there's a lot of traffic.

#### CENSUS IWR

**Base English:** That is exactly why everyone needs to be counted, so the government can distribute funds to areas in most need. Participating in the Census helps you and the [Specific Ethnicity] community! If [Specific Ethnicity] don't participate in the Census, the government will not have the information needed to allocate funds for programs and services that you and other [Specific Ethnicity] people may need. For example, federal funding can help build or improve community centers, schools, hospitals, roads, and services for children and the elderly. Everyone, including you and me, are **required by law** to participate in the Census. Here is more information about this.  
[Hand R the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds.]

**Adapted English:** That is exactly why everyone needs to be counted, so the government can distribute funds to areas in most need. Participating in the Census helps you and your community! If your community doesn't participate in the Census, the government will not have the information needed to allocate funds for programs and services that you and your community may need. For example, federal funding can help build or improve community centers, schools, hospitals, roads, and services for children and the elderly. Everyone, including you and me, are **required by law** to participate in the Census. Here is more information about this.  
[Hand R the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds.]

**Chinese:** That is exactly why everyone needs to participate in the census, so the government can distribute funds to areas in most need. Participating in the Census helps you and the Chinese community! If Chinese people don't participate in the Census, the government will not have the information needed to allocate funds to provide programs and services that you and other Chinese people may need. For example, federal funding can help build or improve community centers, schools, hospitals, roads, and services for children and the elderly, etc. **The law requires** that everyone, including you and me, to participate in the Census. Here is more information about this law.  
[Hand R the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds.]

**Korean:** That is the very reason why the population census should be done accurately. By doing so, the government can support the area where it is needed most. Your participation helps you as well as the Korean community. If you do not participate, the government does not have information about what Koreans need and therefore cannot allocate appropriate budget. For example, federal funding can help build community centers, schools, hospitals, roads and improve service for elderly and children. So, it is very important that every individual participates in the census. Everyone, including you and me, have legal responsibility to participate in the Census. Here is more information about this. If you read this, you can find relevant information in more detail.  
[Hand R the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds.]

**Vietnamese:** That is the reason the Census Bureau needs to count everyone, so that, the government can distribute funding for needed areas. When you participate in the Census, you are helping the Vietnamese community and yourself! If the Vietnamese people do not participate in this Census, the government will not have the needed information to distribute funding for the programs and services for Vietnamese people. For example, federal funding can be used to build and to improve the community centers, schools, hospitals, roads, and caring services for children and seniors. The law

requires everyone including you and me participate in this Census. And here are more information.  
[Hand R the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds.]

**Arabic:** It's for this exact reason why everyone has to be counted, so the government can distribute funds for areas according to their needs. Participating in the counting of people [Census], will help you and help the Arab community. If Arabs don't participate in the counting of people, then the government will not have the necessary information to allocate funds for programs and services that you and the other Arab people might need. For example, federal funding could help build and improve community centers, schools, roads and services for children and the elderly. Every person, including you and me, has to participate, **by law**. Here is additional information about this matter.  
[Hand R the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds]

**Russian:** This is why every inhabitant has to be counted. Then the government will be able to fairly distribute funding to those communities that really need it. By participating in the Census you do good for yourself and your community! If Russian speaking residents don't complete the Census questionnaires, the government will not get the necessary information in order to distribute the funds allocated for programs and services that you and other Russian-speaking residents may need. While, for example, federal funding may be used to build or modernize local community centers, schools, hospitals, roads, and improvement of services for children and the elderly. Everyone, including you and me, are **required by law** to participate in the Census. Here you'll read about it in more detail.  
[Hand R the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds]

**Spanish:** Precisely for that reason everyone needs to be counted, so the government can distribute funds to areas with the most need. Your participation in the Census helps you and helps the Hispanic/Latino community! If Hispanics don't participate in the Census, the government will not have the information it needs to distribute the funds for programs and services that you and other Hispanics may need. For example, with federal funding community centers, schools, hospitals, roads, and services for children and the elderly can be built or improved. All persons, you and me included, are **required by law** to participate in the Census. Here you have more information about this.  
[Hands R the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds].

#### RESPONDENT

**Base English and Adapted English:** [Has a concerned look] Hm...what, it is required by law?

**Chinese:** Oh...what, it is required by law?

**Korean:** [Has a concerned look] Hm...this is something required by law?

**Vietnamese:** What? This is required by law?

**Arabic:** What? Required by law?

**Russian:** Hm...is it true that it is required by law?

**Spanish:** What are you saying? We are required by law?

#### CENSUS IWR

**Base English and Adapted English:** [Assuring] Yes, it is. The law also protects your privacy and keeps your answers confidential. The Census questionnaire is easy, important, and safe. The questions take approximately 10 minutes to complete.

**Chinese:** [Assuring] Yes, it is. At the same time, the law also protects your privacy and keeps your personal information confidential. The Census questions are very simple, but very important. It takes approximately 10 minutes to complete.

**Korean:** [Assuring] Yes, it is. Your privacy and personal information will also be protected by law. Census questions are very easy, important and safe. It will take about 10 minutes to complete.

**Vietnamese:** Yes, that is right. The same law also protects your privacy and guarantees that your answers will never be revealed. The Census questionnaire is very simple, important, and safe for everyone. It only takes about 10 minutes to complete this questionnaire.

**Arabic:** [Assuring] Yes, it is so. The law protects your privacy and keeps your answers secretive [confidential]. The counting of people [Census] form is easy, important and safe. The questions take ten minutes approximately.

**Russian:** Yes. The law also protects your privacy and confidentiality of your answers. Completing the Census questionnaire is important, besides it's easy and safe. The questions take approximately 10 minutes to complete.

**Spanish:** [Assuring] That is so. The law also protects your privacy and the confidentiality of your answers. The Census is easy, important, and safe. The questions take about 10 minutes to complete.

#### RESPONDENT

**Base English:** [Pauses and hesitates for a few seconds]

**Adapted English:** Well, this is important for my community, so maybe we should do it.

**Chinese:** [Pauses and hesitates for a few seconds]

**Korean:** [Pauses and hesitates for a few seconds] Ah...

**Vietnamese:** Oh, there are a lot of Vietnamese around here. Alright, let me answer it.

**Arabic:** [Pauses and hesitates for a few seconds]

**Russian:** I got it. I need to complete it. OK, let's complete it since it's so important and required.

**Spanish:** Well, around here there are many Hispanics, so maybe we should do it.

#### CENSUS IWR

**Base English and Adapted English:** May I please ask, do you live here at [ADDRESS]?

**Chinese:** May I please ask, do you live here at [ADDRESS]?

**Korean:** You live at [ADDRESS], right?

**Vietnamese:** Yes, thank you. Please tell me, are you currently living at the address [ADDRESS]?

**Arabic:** Please, do you inhabit here at [ADDRESS]?

**Russian:** Very good! Thank you! So, let's start: Do you live at this address [ADDRESS]?

**Spanish:** Great, thank you. Can you please tell me if you live here at [ADDRESS]?

## Appendix B4: Low Engagement

A [target language] speaking Census interviewer visits a [target language speaking] household. The [target language] speaker is not interested in participating in the Census because (s)he is not engaged. The conversation takes place in [target language].

The messages shown in the video cover the following:

- Greeting
- Self-introduction
- Purpose of visit
- Explanation of why completing the census is important
- Use of Security Warning Statement to explain how participation is required by law, and how that same law protects the respondent's privacy and keeps answers confidential
- Explanation of how simple it would be complete the census form
- Agreement from the respondent to complete the census form

### CENSUS IWR

**Base English, Adapted English, Russian, and Spanish:** [Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck, or clipped to the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.] [No response from the household after 10 seconds, then IWR knocks on the door again] Hello/good morning/good afternoon/good evening, is there anybody home?

**Chinese:** [Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck or clipped to the lapel/collar area). Rings the doorbell or knocks on the door and waits. If the property has a screen door, does not prop it open.] [No response from the household after 10 seconds, then IWR knocks on the door again] Hello, is there anybody home? [Keep the word "hello" in English in this context.]

**Korean:** [Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck or clipped on the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.] [No response from the household after 10 seconds, then IWR knocks on the door again] Hello? Hello. Anybody home?

**Vietnamese:** [Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck, or clipped to the lapel/collar area). Knocks on the door and waits, holding the Census ID at the shoulder level while waiting for R to open the door and keep holding it. If the property has a screen door, does not prop it open.] [No response from the household after 10 seconds, then IWR knocks on the door again] Hello? Hello? Is anyone home? [IWR says "hello" in English twice at first for naturalness.]

**Arabic:** [Walks to the doorstep. IWR has a Census bag on the shoulder and is holding printed materials and a mobile device, and has Census ID shown prominently (hanging around the neck, or clipped to the lapel/collar area). Knocks on the door and waits. If the property has a screen door, does not prop it open.] [No response from the household after 10 seconds, then IWR knocks on the door again] Hello [said in Arabic], is there anyone at home?

### RESPONDENT

**Base English, Adapted English, Korean, and Russian:** [Behind the door] Who is there?

**Chinese:** Who is this?

**Vietnamese:** Who is it?

**Arabic:** Who is here?

**Spanish:** Who is it?

#### CENSUS IWR

**Base English, Adapted English, and Chinese:** [In a clear voice] I'm from the US Census Bureau.  
<Optional> My name is XXX.

**Korean:** [In a clear voice] Yes, I am from the U.S. Census Bureau.

**Vietnamese:** [In a clear voice, still holding the Census ID at the shoulder level] I work for the Census Bureau. My name is XXX.

**Arabic:** My name is ... I'm from the American Bureau for counting people.

**Russian:** Hello/good morning/good afternoon/good evening. I'm from the Census Bureau. My name is XXX.

**Spanish:** I'm from the US Census Bureau. My name is XXX.

#### RESPONDENT

**Base English, Adapted English, and Russian:** [Opens the door] Yes?

**Chinese, Vietnamese:** What is it?

**Korean:** From the Census Bureau? Why?

**Arabic:** Yeah?

**Spanish:** Yes? What do you want?

#### CENSUS IWR

**Base English, Adapted English:** Hello/good morning/good afternoon/good evening. <Optional> Sorry to bother you. My name is XXX and I work for the U.S. Census Bureau. Here is my ID. [Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.] The U.S. Census Bureau is conducting a nationwide Census right now and I am here to complete a Census questionnaire for [ADDRESS]. Every ten years the United States government conducts a Census, which is a questionnaire to count **everyone** who is living in the United States. May I please ask, do you live here at [ADDRESS]?

**Chinese:** Oh, Hello! Sorry to bother you. I work for the U.S. Census Bureau. My last name is XXX, and here is my work ID. [Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.] Do you know every ten years the United States government conducts a census? It is done through a census form to count **everyone** who is living in the United States. Right now the U.S. Census Bureau is conducting a nationwide Census. I am here to help people living in this [ADDRESS] to complete a Census form. May I please ask, do you live here at [ADDRESS]?

**Korean:** Hello. Let me excuse you for a minute. I am XXX from the U.S. Census Bureau. Here is my ID. [Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.] The U.S. Census Bureau is currently conducting a nationwide Census population survey and I am here to do a Census survey for this address. The U.S. government conducts a population census which is to count **everyone** who is living in the U.S. every ten years. This is very important. Are you the one who lives at [ADDRESS]?

**Vietnamese:** Hello, chị (miss: age-gender appropriate pronoun). I work for the Census Bureau. My name is XXX. This is my ID. [Brings the Census ID that IWR was holding closer to R's eye level for 3 seconds so R can see it better. Then makes sure the ID is visible to the respondent during the rest of the interactions.] The U.S. Census Bureau is carrying out a nationwide survey and I am here to help



you complete this Census questionnaire for address [ADDRESS]. Every ten years the U.S. government carries out a Census to count everyone, who is currently living in the U.S. Can I please ask, are you currently living at this address [ADDRESS]?

**Arabic:** Hello/morning of peace/ evening of peace. Pardon me for bothering you. My name is XXX and I work for the American Bureau for counting people. This is my identification card. [Shows Census ID for 3 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.] The American Bureau for counting people is currently undertaking the counting of all the people who live in this country. I am here to fill out the form for counting the people [Census form] for [ADDRESS]. Every ten years the United States government undertakes counting people, and it's a form to count all the people who live in the United States. Do you inhabit at [ADDRESS], please?

**Russian:** Hello again! /Good morning/goof afternoon/good evening. I'm sorry to bother you. My name is XXX; I work at US Census Bureau. Please, here's my ID. [Shows Census ID for 5 seconds by holding the ID at shoulder level so that R can see it. Then makes sure the ID is visible to the respondent during the rest of the interactions.] At this time US Census Bureau is conducting the national census and I've come here to fill in the survey at the address [ADDRESS]. Every 10 years the United States government conducts a Census in the form of a questionnaire with the goal to count **all** those living in the USA. May I ask, do you live at this address [ADDRESS]?

**Spanish:** Good morning/Good afternoon/Good evening. Excuse me for bothering you. My name is XXX and I work for the U.S. Census Bureau. Here is my ID. The U.S. Census Bureau is conducting the Population Census across the country, and I am here to complete the Census for [ADDRESS]. Every ten years the United States government conducts a Census. A census is a survey to count **all the persons** who are living in the United States. Could you tell me if you live here at [ADDRESS]?

#### RESPONDENT

**Base English, Adapted English:** Yes, I live here. But I don't have time for any questionnaire. I just got home from work.

**Chinese:** I live here, but I don't have time to complete any census form. I just got home from work.

**Korean:** Yes, I live here. But I don't have time to do things like this. I just got home from work.

**Vietnamese:** Right, I currently live here but I don't have time to answer any questionnaire. I just got home from work.

**Arabic:** Yes, I inhabit here but I don't have time for any form. I returned now from work.

**Russian:** Yes, I live here. But now I don't have any time for various questionnaires, I just got home from work.

**Spanish:** Yes, I live here. But I don't have time for any census. I just got back from work.

#### CENSUS IWR

**Base English:** The Census questionnaire takes only approximately 10 minutes and the questions are easy. Your participation is very important because the results from the Census will be used to help your community to get its fair share of federal funding for many programs and services.

**Adapted English:** The Census questionnaire only takes approximately 10 minutes and the questions are easy. Your participation is very important because the results from the Census will be used so your community can get its fair share of federal funding for many programs and services.

**Chinese:** The census questions are very simple. It takes about ten minutes. Your participation is very important, because the results from the Census will be used to help the Chinese community to get its fair share of federal funding for many programs and services.

**Korean:** Census questions are very easy and will only take 10 minutes. If (you) participate, the local community that you belong to will get fair government support for programs and services in need. So, this is very important.

**Vietnamese:** It will only take 10 minutes to answer the Census questionnaire and it is very easy. Your participation is very important because the Census results will be used to help the community receive federal funding for programs and services.

**Arabic:** The form for counting people [Census form] takes 10 minutes approximately and the questions are easy. Your participation is very important because the results of the counting will be used to help your area to get its fair share of federal funding for many community programs and services.

**Russian:** Please, don't worry, it takes only 10 minutes approximately to fill in the Census questionnaire and the questions in it are very easy. Your participation in the Census is very important because its results will help your area to get fair distribution of funds from the federal budget for various programs and services.

**Spanish:** The Census is completed in only about 10 minutes and the questions are easy. Your participation is very important because the results from the Census will be used to help your community to get the federal funds it is due for many programs and services.

#### RESPONDENT

**Base English:** Well, it may be good for my community, but it does not sound like I would benefit much out of this. I don't see why I need to complete the questionnaire.

**Adapted English:** Well, it may be good for my community, but it sounds like I would not benefit much out of this. I don't see why I need to complete the questionnaire.

**Chinese:** It may be good for the Chinese community, but it does not sound like it will bring any benefit to me personally. Why do I need to complete this form?

**Korean:** That may help our local community, but there is no direct benefit that I get. There are no particular reasons that I should do this.

**Vietnamese:** Yeah, this may be good for the community, but I don't think it will benefit me. I don't see a need for me to complete this questionnaire.

**Arabic:** Well this is going to help my area but it doesn't seem that it's going to help me personally. I don't understand why I have to fill out this form.

**Russian:** Well, maybe it's not bad for my community but I don't quite understand how it relates to me personally. It's not clear to me why I have to fill in this questionnaire.

**Spanish:** Well, it may be good for my community, but I do not think it will benefit me much. I don't know why I need to complete the census.

#### CENSUS IWR

**Base English:** The government needs data from the Census to plan and provide services and benefits that you and your neighbors may need. For example, federal funding can help build or improve community centers, schools, hospitals, roads, and services for children and the elderly. [Speaks confidently] So it is very important that everyone participates in the census! Your participation will help yourself, your neighbors, and the [Specific Ethnicity] community!

**Adapted English:** The government needs data from the Census to plan and provide services and benefits that you and your neighbors may need. For example, federal funding can help build or improve community centers, schools, hospitals, roads, and services for children and the elderly. [Speaks confidently] So it is very important that everyone participates in the census! Your participation will help you, your neighbors, and your community!

**Chinese:** This is because the government needs data from the Census to make plans to provide services and benefits that you and the Chinese community may need. For example, federal funding can help build or improve community centers, schools, hospitals, roads, and services for children and the elderly. So the Census is very important. And everyone must participate in the census! Your participation will help yourself, and the Chinese community!

**Korean:** Government plans and provides service and benefits that you and your neighbors need based on the census results. For example, federal funding can help build local community centers, schools, hospitals, roads, or improve service for elderly and children. [Speaks confidently] So, it is very important that every individual participates in the census. Your participation will help yourself, your neighbors, and furthermore Koreans who are living in the U.S.

**Vietnamese:** The government needs data from the Census to plan and to provide services and benefits that you and others around will need. For example, federal government funding can be used to build and to improve the community centers, [stressing each example] **schools, hospitals, roads, and caring services for children and seniors.** [Speaks confidently] So everyone's participation in this Census is very important. Your participation will help yourself, others around you, and the community!

**Arabic:** The government needs information from the counting to plan and provide help that you and your neighbors might need. For example, funding from the government might help in building and improving community centers, schools, hospitals, roads and services for children and the elderly. [Speaks confidently, with eye contact] For that it's very important that everyone participates in the counting of people! Your participation will help you and help your neighbors and the Arab community.

**Russian:** The thing is that the government needs data from the Census to plan expenses for various services and benefits that you and your neighbors may need. For example, federal funding may be used to build or modernize local community centers, schools, hospitals, roads, and improvement of services for children and the elderly. So as you see for yourself, it is very important that everyone participates in the census! Your participation is very important as well. You'll do good for yourself, your neighbors, and other Russian speakers in your community!

**Spanish:** The government needs the Census data to plan and provide you and your neighbors the services and benefits you may need. For example, with federal funds community centers, schools, hospitals, roads, and services for children and the elderly can be built or improved. [Speaks confidently] For this reason it is very important that everyone participates in the census! By participating you help yourself, your neighbors, and the Hispanic community!

#### RESPONDENT

**Base English:** But I am not a U.S. citizen, so I don't think I should do it.

**Adapted English:** I still don't see why I should participate.

**Chinese:** But I am not a U.S. citizen, so I don't need to participate in the U.S. Census.

**Korean:** But I am not a U.S. citizen, so it seems that I do not need to do this.

**Vietnamese:** But I am not a naturalized American. So, I don't think I need to participate.

**Arabic:** But I'm not an American citizen, so I don't think I have to participate.

**Russian:** But I don't have U.S. citizenship, so it looks like I got nothing to do with it.

**Spanish:** But I am not a U.S. citizen, so I don't think I should do it.

#### CENSUS IWR

**Base English:** [States it clearly and slowly while making eye contact with R] The Census needs to count all persons who live in the United States, regardless of their citizenship or their immigration status. Even though you are not a U.S. citizen, because you live in the United States, you are required by the U.S. law to participate in it. And the law also protects your privacy and keeps your answers confidential. Here is more information about this. [Hand R the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds.]

**Adapted English:** [States it clearly and slowly while making eye contact with R] The Census needs to count all people who live in the United States, and you are required by U.S. law to participate in it. The law also protects your privacy and keeps your answers confidential. Here is more information about this. [INTERVIEWER Hand RESPONDENT the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds.]

**Chinese:** The Census needs to count everyone who lives in the United States, regardless of their citizenship or their immigration status. Even though you are not a U.S. citizen, because you currently live in the United States, the U.S. law requires you to participate in the Census. And at the same time, the law also protects your privacy and keeps your personal information confidential. Here is more information about this. [Hand R the OMB information Show Card].

**Korean:** [States it clearly and slowly while making eye contact with R] Census needs to count everyone who lives in the U.S. regardless of their citizenship or immigration status. So, even if you are not a U.S. citizen, you have legal responsibility to participate as long as you live in the U.S. Your privacy and personal information will also be protected by law. If you read this, you can find relevant information in more detail. [Hand R the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds.]

**Vietnamese:** The Census only counts everyone, who is currently living in the U.S. regardless of one's naturalized status or immigration status. Although you are not a naturalized American, you are living in the U.S. So, **the law** requires you to participate. And the same law also protects privacy and guarantees that your answers will never be revealed. Here is more information about this law. [Hand R the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds.]

**Arabic:** The counting of people [Census] needs to count all the people living in the United States, whatever their citizenship or their immigration situation might be. You are required by law to participate because you live in the United States, even if you are not an American citizen. The law protects your privacy and guarantees that your answers will stay secretive [confidential]. Here is more information about this matter. [Hand R the Security Warning Statement].

**Russian:** The thing is that during the Census they need to count all persons who live in the United States, regardless of their citizenship or their immigration status. Even though you are not a U.S. citizen, you do live in this country and that's why you are required to participate in the Census. The US law requires it. The law also guarantees the privacy of your personal information and confidentiality of your answers. Here you'll read about this in more detail. [Hand R the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds.]

**Spanish:** The Census needs to count all persons who live in the United States, regardless of their citizenship or their immigration situation. Even though you are not a U.S. citizen, because you live in the United States, you must participate in the census as the law requires. And the law also protects your privacy and the confidentiality of your answers. Here you have more information. [Hand R the Security Warning Statement. Camera to zoom in on the content of the card for 3 seconds.]

#### RESPONDENT

**Base English, Adapted English:** [Glances at the card] I didn't realize the Census is required by law... [Seems to become engaged but provides another soft refusal] But I have more important things to do; I don't have time for this!

**Chinese:** [Glances at the card] Oh, I didn't know the census is required by law... But I have other things to do; I don't have time for this!

**Korean:** [Glances at the card] Ah...I didn't know that this is something required by law. [Seems to become engaged but refuses softly] However, I have more important things to do. I don't really think I have time for doing this.

**Vietnamese:** I can't believe that the law requires participation in the Census... But I have many other important things to do; I don't have time for the Census!

**Arabic:** I did not know that the counting of people is required by law. [Seems to become engaged but provides another soft refusal] But I have important things to do; I don't have time for this.

**Russian:** Well, I didn't know that the Law requires from the people to participate in the Census... [Seems to become engaged but provides another soft refusal] But now I have many important things to do... Really, I just don't have time for this!

**Spanish:** Oh, I did not know that the census is required by law... [Seems to become engaged but provides another soft refusal] But I still have important things to do; I don't have time for this!

#### CENSUS IWR

**Base English:** I understand you are busy. I won't take up a lot of your time. I don't have to go inside your house; we can complete the questionnaire right here. The questions take only approximately 10 minutes to complete. Your participation will help me do my job, could you please help me?

**Adapted English:** I understand you are busy. I won't take up a lot of your time. I don't have to go inside your apartment; we can complete the questionnaire right here. The questions only take approximately 10 minutes to complete. Your participation will help me do my job, could you please help me out?

**Chinese:** I know you are very busy, but I won't take up a lot of your time. It takes only approximately 10 minutes to complete the census form. We don't have to go inside your house, we can do it right here. It will help me do my job. Thank you for helping me.

**Korean:** Yes, you are busy... But it won't take long. I don't even need to step into your house and we can do it right here. It will take about 10 minutes to complete. Your participation will be very helpful for accurate population census. [Make eye contact] Please help us.

**Vietnamese:** I see that you are very busy. It won't take up a lot of time from you. It only takes about 10 minutes to complete this questionnaire right now and I can help you. If you do not complete this questionnaire today, then someone else would come here on another day.

**Arabic:** I understand that you are busy. I will not take a lot of your time. I don't need to enter your home, we can fill out the form right here. The questions only take 10 minutes, approximately. Your participation will facilitate our job. Shall we start?

**Russian:** Please, I do understand that you are busy. But the questionnaire really won't take much time. I don't even need to go inside your house; we can complete the questionnaire right here and now, and it will take us approximately 10 minutes. This is your civil duty and this is being done for the good of all of you in this community.

**Spanish:** I understand you are busy. I don't need too much of your time. I don't have to go inside your house; we can complete the census right here. The questions can be completed in about 10 minutes. How about we get started?

#### RESPONDENT

**Base English, Adapted English:** [Frowns to show slight grudgingness, but willing] Alright.

**Chinese, Vietnamese, and Arabic:** Alright.

**Korean:** [Make a sullen look to show slight grudgingness but cooperate] Okay then.

**Russian:** Ok then, let's do it.

**Spanish:** OK.

## **Appendix C: Moderator Guides**

**Appendix C1: Moderator's Guide (includes vignette & final  
questionnaire wording)—English base version**

**Focus Group Moderator's Guide****ENGLISH****Language:** 1. Spanish 2. Chinese 3. Korean 4. Vietnamese 5. Arabic 6. Russian 7. English**Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_ (mm/dd/yyyy) **Start time:** \_\_\_\_\_ AM / PM**Proficiency:** Monolingual Bilingual**Assigned Vignette:** Vignette 1 Vignette 2**[Korean & Arabic FGs only] Additional Characteristics (gender/age):** \_\_\_\_\_**SECTION A. INTRODUCTION**

Welcome! Thank you for coming to talk with us today. We know we all live busy lives so we really appreciate that you are taking a couple of hours of your day to help us review materials and statements that the Census Bureau has designed and would like to improve and use in the 2020 Census. Every ten years the United States conducts a census, or count, of everyone who is living in this country.

My name is [MODERATOR NAME] and I will be guiding today's conversation. I work for [RTI International, a non-profit research organization/RSS, a research firm]. The Census Bureau has hired us to conduct this research.

*IF APPLICABLE:*

- [POINT TO THE NOTE-TAKER] This is NAME. (S)he will assist me by taking notes and making everything runs smoothly.
- We are in a focus group room with a one-way mirror. My colleagues who are working with me on this project can watch it from the other room without getting in our way.

I understand everyone has read the consent form.

The consent form explains everything we will be doing and it asks for your permission to audio and video record our conversation. It also explains that we will keep everything you say today confidential, meaning that we will group what everyone says and the results will not identify you personally and will only use it for research purposes to improve the Census materials in [TARGET LANGUAGE]. Are there any questions or concerns that I should address before everyone signs it? COLLECT SIGNED FORMS.

Let me mention a few basic rules.

- **First, I will be asking a lot of questions.** There are no right or wrong answers to my questions; we just want your honest opinions. We don't need to have everyone agree. In fact, if you have a view different from others it is especially important for us to hear it because you may be the only person who is representing a different point of view here today.



- **Only one person speaks at a time and we'd like everyone to get a turn.** Please do not have a side conversation with the person sitting next to you or speak while somebody else is talking. Please speak up and let us know what you are thinking. If you are the type of person who always participates, please give a chance to others to talk.
- Due to limited time, I must move the discussion along and may sometimes have to interrupt in order to do so. Please do not be offended.
- **Please keep what everyone says here private.** During the group conversation, we use first names only. We keep what you say entirely confidential and I ask that each of you treat confidentially what others say around the table. Your names will not be used in any reports.
- Please turn off your phone before we begin.

### ICEBREAKER

Let's go around the room and have each of you tell us briefly:

- Your first name or nickname
- [SPANISH ONLY] where you were born, and
- [ALL LANGUAGES EXCEPT SPANISH] how long you have lived in the United States
- Tell us what is the one thing you like best about living here.

Let me go first. My name is...

<GO ONE BY ONE AROUND THE ROOM.>

<ENCOURAGE EACH PERSON TO SPEAK AND PROBE FOR AGREEMENT AND DIFFERENCE IN OPINION>

### SECTION B. VIDEOS OF INTERVIEWER MESSAGES

Let's get started! Let me give you a brief introduction of how the U.S. Census is conducted.

- When it's time for the Census, people will receive a mailing that asks them to complete the census form on the internet or by mail.
- If no response from an address has been received by a certain date, a Census Bureau interviewer will be sent in person to that address to ask the census questions of the people who live there.
- The Census Bureau will not know in advance what language is spoken at a particular address. However, if the address is in an area where a high percentage of <TARGET LANGUAGE>-speakers live, it is likely that they will send a <TARGET LANGUAGE>-speaking interviewer.

I will show you 4 short videos. This is what the Census Bureau has designed to show some examples of situations that the interviewer may encounter to train Census interviewers.

[IF NEEDED: We have time to watch each video just once, so please pay attention to the interaction between the interviewer and the respondent, as well as to the words the interviewer uses and the content of what she says.] After watching each video, I will ask for your reaction and feedback.

Please remember, these scenarios are created for training purposes, and the Census Bureau needs your feedback to see if what the interviewer says is appropriate in [TARGET LANGUAGE] and is encouraging for people to participate in the Census, or if the interviewer acts in a culturally appropriate manner for the [TARGET ETHNICITY] community. So our discussion today will focus on what the interviewer in the video says and how he interacts with the respondent.

<SHOW THE VIDEOS AND THEN ENCOURAGE A DISCUSSION USING ASSOCIATED PROBES. WHEN ALL VIDEO PART IS DONE ASK OVERALL PROBES>

### <LANGUAGE BARRIER VIDEO>

This video shows a situation when the Census interviewer and the household respondent cannot complete a Census questionnaire in English because the respondent does not speak English well and the interviewer does not speak <TARGET LANGUAGE>. Please watch it while paying attention to the video especially about how the interviewer interacts with the respondents. After the video, I will ask several questions about your opinions and comments.

<SHOW LANGUAGE BARRIER VIDEO>

BL\_1. Probe deleted intentionally

BL\_2. Is there anything you particularly **liked** about the interviewer in this video? What do you think other <TARGET LANGUAGE> speakers like you would **like** about the interviewer?

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- Appearance? Gestures, eye contact?

BL\_3. Is there anything you particularly **disliked** about the interviewer in this video? What do you think other <TARGET LANGUAGE> speakers like you would **dislike** about the interviewer?

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- Appearance? Gestures, eye contact?

BL\_4. Now I will hand out what the interviewer showed to the respondent. <HAND OUT LANGUAGE FLASH CARDS>.

Using this card, the interviewer can identify the language the respondent speaks and communicates in.

- What do you think about this card?
- Can a respondent easily find their language?
- Do you think this card can work well in a situation like this?) Why or why not? [IF NECESSARY: for example, a situation where you and the interviewer do not speak the same language and cannot communicate].

#### <UNAWARE VIDEO>

Thank you. I have another video to show you. In this video, both the interviewer and the respondent speak the same language. Again, I will ask you some questions after you watch this video.

<SHOW UNAWARE VIDEO>

BU\_1. Probe deleted intentionally

BU\_2. Is there anything you particularly **liked** about the interviewer in this video? What do you think other <TARGET LANGUAGE> speakers like you would **like** about the interviewer?

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?

- Appearance? Gestures, eye contact?

BU\_3. Is there anything you particularly **disliked** about the interviewer in this video? What do you think other <TARGET LANGUAGE> speakers like you would **dislike** about the interviewer?

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- Appearance? Gestures, eye contact?

[IF NEEDED TO REPLAY VIDEO:] Thanks. I'm going to show you the same video again. Please pay attention to how the interviewer interacts with the respondent.

<SHOW UNAWARE VIDEO AGAIN>

BU\_4. Thinking back to what the interviewer said to the respondents:

- Was there anything that some <TARGET LANGUAGE> speakers may find confusing or difficult to understand?
- Was there anything that did not sound natural or was inappropriate for your culture?

BU\_5. Probe deleted intentionally

[IF TIME, IF R COMMENTS ON THE ORDER OF THE VIDEO MESSAGE] What seems [strange, out of order, weird] with the message? How would you change it to encourage people to participate?

BU\_6. If you were the <TARGET LANGUAGE> speaker in this video, would you be willing to complete the Census questionnaire after the interviewer talked with you? Why or why not?

<FEAR/MISTRUST OF GOVERNMENT VIDEO>

Thank you. Let me show you the next video. Again, I will ask you some questions after you watch this video.

<SHOW FEAR/MISTRUST OF GOVERNMENT VIDEO>

BF\_1. Probe deleted intentionally

BF\_2. Is there anything you particularly **liked** about the interviewer in this video? What do you think other <TARGET LANGUAGE> speakers like you would **like** about the interviewer?

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- Appearance? Gestures, eye contact?

BF\_3. Is there anything you particularly **disliked** about the interviewer in this video? What do you think other <TARGET LANGUAGE> speakers like you would **dislike** about the interviewer?

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- Appearance? Gestures, eye contact?

[IF NEEDED TO REPLAY VIDEO:] Thanks. I'm going to show you the same video again. Please pay attention to how the interviewer interacts with the respondent.

<SHOW FEAR/MISTRUST OF GOVERNMENT AGAIN>

BF\_4. Thinking back to what the interviewer said to the respondents:

- Was there anything that some <TARGET LANGUAGE> speakers may find confusing or difficult to understand?
- Was there anything that did not sound natural or was inappropriate for your culture?

BF\_5. Probe deleted intentionally

[IF TIME, IF R COMMENTS ON THE ORDER OF THE VIDEO MESSAGE] What seems [strange, out of order, weird] with the message? How would you change it to encourage people to participate?

BF\_6. If you were the <TARGET LANGUAGE> speaker in this video, would you be willing to complete the Census questionnaire after the interviewer talked with you? Why or why not?

<LOW ENGAGEMENT VIDEO>

Thank you. Let me show you the next video. Again, I will ask you some questions after you watch this video.

<SHOW LOW ENGAGEMENT VIDEO>

BE\_1. Probe deleted intentionally

BE\_2. Is there anything you particularly **liked** about the interviewer in this video? What do you think other <TARGET LANGUAGE> speakers like you would **like** about the interviewer?

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- Appearance? Gestures, eye contact?

BE\_3. Is there anything you particularly **disliked** about the interviewer in this video? What do you think other <TARGET LANGUAGE> speakers like you would **dislike** about the interviewer?

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- Appearance? Gestures, eye contact?

BE\_4. Thinking back to what the interviewer said to the respondents:

- Was there anything that some <TARGET LANGUAGE> speakers may find confusing or difficult to understand?



- Was there anything that did not sound natural or was inappropriate for your culture?

BE\_5. Probe deleted intentionally

[IF TIME, IF R COMMENTS ON THE ORDER OF THE VIDEO MESSAGE] What seems [strange, out of order, weird] with the message? How would you change it to encourage people to participate?

BE\_6. If you were the <TARGET LANGUAGE> speaker in this video, would you be willing to complete the Census questionnaire after the interviewer talked with you? Why or why not?

## &lt;Overall Reactions to the Videos&gt;

BO\_1. Thinking back to all 4 videos we just saw, what did the interviewer say that was **MOST LIKELY** to encourage <TARGET LANGUAGE> speakers to participate?

BO\_2. In general, what statements would be **MOST LIKELY** to encourage <TARGET LANGUAGE> speakers to participate in the Census?

BO\_3. [USING FLIPCHART TO RECORD]

Monolingual Group	Bilingual Group
In your opinion, what are some reasons why [SPECIFIC ETHNICITY] people like you <b>who only speak [TARGET LANGUAGE]</b> do not participate in the Census?	In your opinion, what are some reasons why [SPECIFIC ETHNICITY] people like you <b>who are bilingual</b> do not participate in the Census?

Of all the reasons listed here, what would be the main concern that would make [SPECIFIC ETHNICITY] in general less likely to participate?

What would be your main concern?

BO\_4. Probe deleted intentionally

BO\_5. Probe deleted intentionally

[IF TIME, IF THE ORDER OF THE VIDEO MESSAGES HAVE NOT BEEN DISCUSSED]

BO\_6. What seems [strange, out of order, weird] with the message in [video number or content] video? What would make it better? What would make it easier to understand?

BO\_7. [IF R ASKS ABOUT THE SECURITY WARNING CARD, MODERATOR TO HOLD UP REGULAR SIZED CARD]

If you were the participant in the video, when the interviewer handed you this card, would you read it at that time?

## SECTION C. VIGNETTE

### Vignette #1 – Proxy reporting of English-speaking ability

Thank you. Now we will do something very different. I will hand out a sheet of paper which has a few questions. While I'm doing this, please think of a person you know in your personal life whose first language is <TARGET LANGUAGE> but speaks English.

<HAND OUT THE LANGUAGE SHEET AND HAVE RS WRITE DOWN THEIR ID AT THE BOTTOM>

Once you get the sheet, please write down your ID at the bottom of the sheet and fill out the questions on the sheet while thinking of the person you know whose first language is <TARGET LANGUAGE> but speaks English.

<ONCE RESPONDENTS HAVE THE LANGUAGE SHEET, READ THE QUESTIONS ONE AT A TIME>

*Language Sheet for Participants to fill out*

SECTION C. Vignette #1	
Please think of a person you know in your personal life whose first language is <TARGET LANGUAGE> but speaks English.	
How well does this person speak English?	
<input type="checkbox"/>	Very well
<input type="checkbox"/>	Well
<input type="checkbox"/>	Not well
<input type="checkbox"/>	Not at all
Please write why you answered the way you did at the question above.	
<hr/>	
<hr/>	

Now that you have filled this out I'm going collect the pens and we will talk about your answers. Remember there are no right or wrong answers, we just want to learn what you think.

C1\_1. What did you write in the sheet? How did you come up with your answer?

C1\_2. Did anybody write anything else?

**Decennial Census Language Research**

C1\_3a. Sometimes the Census Bureau asks survey participants to say how well another person speaks English. Today when you answered the question about how well this other person speaks English, what were you thinking about?

C1\_3b. [IF NEEDED] Did you think only about speaking, or did you also think about reading, writing, and listening?

C1\_3c. Probe deleted intentionally

C1\_4a. We're also interested in how survey participants choose between describing someone else as speaking English "well" or "very well". What would a person have to be able to do in order to be considered speaking English "very well"?

C1\_4b. What is the difference between speaking English "well" and speaking "very well"? [IF NEEDED: What can people who speak 'very well' do that people who only speak 'well' cannot do?]

**[Bilinguals only]**

C1\_5. Do you think the option of responding in a <TARGET LANGUAGE> motivates bilinguals to participate in the Census?

What is this person's race or ethnicity? Mark all boxes that apply AND print ethnicities in the spaces below. Note, you may report more than one group.

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## Decennial Census Language Research

<input type="checkbox"/>	<b>AMERICAN INDIAN OR ALASKA NATIVE</b> – <i>Print, for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Tlingit, etc.</i>
<div></div>	
<input type="checkbox"/>	<b>MIDDLE EASTERN OR NORTH AFRICAN</b> – <i>Provide details below.</i> <input type="checkbox"/> Lebanese <input type="checkbox"/> Iranian <input type="checkbox"/> Egyptian <input type="checkbox"/> Syrian <input type="checkbox"/> Moroccan <input type="checkbox"/> Israeli <i>Print, for example, Algerian, Iraqi, Kurdish, etc.</i>
<div></div>	
<input type="checkbox"/>	<b>NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER</b> – <i>Provide details below.</i> <input type="checkbox"/> Native Hawaiian <input type="checkbox"/> Samoan <input type="checkbox"/> Chamorro <input type="checkbox"/> Tongan <input type="checkbox"/> Fijian <input type="checkbox"/> Marshallese <i>Print, for example, Palauan, Tahitian, Chuukese, etc.</i>
<div></div>	
<input type="checkbox"/>	<b>SOME OTHER RACE OR ETHNICITY</b> – <i>Print details.</i>
<div></div>	

C2\_1. What did you answer in this question? Please tell me what you wrote. <GO AROUND THE ROOM AND RECORD ALL RS' ANSWERS ON A FLIPCHART>

C2\_2. Would you tell me how you came up with your answer?

C2\_3. Does any of you want to change your answer after hearing others' opinions?

**SECTION D. Language Information Sheet**

**THANK YOU FOR PARTICIPATING IN TODAY'S FOCUS GROUP. PLEASE COMPLETE THE FOLLOWING INFORMATION SHEET.**

The following questions are about the English language. For each row, choose what best describes you: very well, well, not well, or not at all.

	Very Well	Well	Not well	Not at all
DB1. How well do you speak English?				
DB2. How well do you read English?				
DB3. How well do you write in English?				
DB4. How well do you understand movies and videos in English?				

The next questions are about [target language].

	Very Well	Well	Not well	Not at all
DB5. How well do you speak [target language]?				
DB6. How well do you read [target language]?				
DB7. How well do you write in [target language]?				
DB8. How well do you understand movies and videos in [target language]?				

Now, we would like to know how often you use English in certain situations. For each row, choose what best describes you: almost always, often, sometimes or "almost never."

Language use	Almost always	Often	Some-times	Almost never
DA1. How often do you think in English? Would you say...				
DA2. How often do you speak English at home? Would you say...				
DA3. How often do you speak English with your friends? Would you say...				

On behalf of the Census Bureau, I want to thank everyone for your participation. Your feedback will be very helpful for the 2020 Census. Thank you again.



**Appendix C2: Moderator's Guide (includes vignette & final  
questionnaire wording)—Spanish**

**Focus Group Moderator's Guide  
SPANISH**

**Language:** 1. Spanish 2. Chinese 3. Korean 4. Vietnamese 5. Arabic 6. Russian 7. English

**Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_ (mm/dd/yyyy) **Start time:** \_\_\_\_\_ AM / PM

**Proficiency:** Monolingual Bilingual

**Assigned Vignette:** Vignette 1 Vignette 2

**[Korean & Arabic FGs only] Additional Characteristics (gender/age):** \_\_\_\_\_

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**SECTION A. INTRODUCTION**

¡Bienvenidos! Muchas gracias por venir hoy a conversar con nosotros. Sabemos que todos llevamos vidas muy ocupadas, por eso les agradezco mucho que nos den un par de horas de su tiempo para ayudarnos a revisar los materiales y los mensajes que ha diseñado la Oficina del Censo, los mismos que nos gustaría usar en el Censo de 2020. Cada diez años en los Estados Unidos se lleva a cabo un censo, o un conteo, de todas las personas que viven en este país.

Mi nombre es [MODERATOR NAME] y estaré dirigiendo la conversación de hoy. Trabajo para [RTI International, una organización sin fines de lucro que realiza estudios/RSS, una firma que realiza estudios]. La Oficina del Censo nos ha contratado para llevar a cabo este estudio.

*IF APPLICABLE:*

- [POINT TO THE NOTE-TAKER] Este/a es NAME. Él/Ella me va a asistir tomando notas y asegurándose de que todo marche sin problemas.
- **Estamos en un salón para grupos de enfoque** con una sala de observación al otro lado del espejo. Mis colegas que trabajan conmigo en este proyecto pueden observarnos desde el otro lado sin tener que interrumpir nuestra conversación.

Tengo entendido que ya todos han leído el formulario de consentimiento. En él se explica todo lo que vamos a hacer y se les pide su autorización para grabar en audio y video nuestra conversación. También allí se explica que mantendremos de manera confidencial todo lo que ustedes digan el día de hoy. Eso quiere decir que vamos a juntar lo que digan todos los participantes y los resultados no van a identificar a ninguno personalmente. Los resultados sólo

se usarán para los propósitos del estudio para mejorar los materiales del Censo en español.  
¿Tienen alguna pregunta o inquietud que quieren que les conteste antes de que todos firmen?  
COLLECT SIGNED FORMS.

Les voy a mencionar algunas reglas básicas que debemos seguir.

- **Primero, voy a hacer muchas preguntas.** No hay respuestas correctas ni incorrectas a mis preguntas; sólo queremos sus opiniones sinceras. No hace falta que todos estén de acuerdo. Es más, si alguien tiene una opinión diferente a los otros, es muy importante que la escuchemos porque tal vez esa sea la única persona que representa aquí un punto de vista diferente.
- **No hablen todos a la vez y quisiéramos que todos tengan un turno.** Por favor no conversen con la persona de al lado ni hablen cuando alguien más está hablando. Den sus opiniones y dígnoslo que piensan. Si alguno de ustedes es el tipo de persona que siempre participa, por favor denle oportunidad a otros para que también den su opinión.
- Debido a la falta de tiempo, me tengo que encargar de que la conversación continúe avanzando y para eso tendré que hacer interrupciones de vez en cuando. Por favor no se sientan ofendidos.
- **Por favor mantengan en privado lo que se diga aquí.** Durante nuestra conversación, solamente se usarán nombres, sin apellidos. Mantendremos de manera totalmente confidencial lo que ustedes digan y pedimos que cada uno de ustedes mantenga de manera confidencial lo que otros digan aquí. Sus nombres no serán usados en ningún reporte.
- **Por favor apaguen sus teléfonos celulares.**

## ICEBREAKER

Ahora me gustaría que cada uno de ustedes por turno nos diga brevemente:

- su nombre o sobrenombre
- en qué país nació, y
- qué cosa es lo que más les gusta de vivir aquí.

Empiezo yo. Mi nombre es ....

<GO ONE BY ONE AROUND THE ROOM.>

<ENCOURAGE EACH PERSON TO SPEAK AND PROBE FOR AGREEMENT AND DIFFERENCE IN OPINION>

### **SECTION B. VIDEOS OF INTERVIEWER MESSAGES**

Vamos a empezar. Les voy a dar una breve introducción sobre cómo se lleva a cabo el censo de los Estados Unidos.

- Cuando sea el momento de hacer el Censo, la gente va a recibir una carta solicitándoles llenar el formulario del censo en internet o por correo.
- Si no se recibe respuesta de una dirección en determinada fecha, un entrevistador de la Oficina del Censo será enviado en persona a dicha dirección para hacer las preguntas del censo sobre las personas que viven ahí.
- La Oficina del Censo no sabrá con anticipación qué idioma se habla en una dirección en particular. Pero, si la dirección está en un área donde vive un gran porcentaje de personas que hablan español, es probable que envíen un entrevistador que hable español.

Voy a mostrarles 4 breves videos. Para entrenar a los entrevistadores del censo, la Oficina del Censo ha diseñado estos videos para mostrar algunos ejemplos de situaciones que los entrevistadores podrían encontrar. Tenemos tiempo para ver cada video una sola vez, así es que presten atención a la interacción entre la entrevistadora y la participante, así como también a las palabras que usa y el contenido de lo que dice la entrevistadora. Después de ver cada video, les voy a preguntar sobre sus reacciones y opiniones.

Por favor recuerden que estos videos se crearon para fines de entrenamiento, y la Oficina del Censo necesita saber qué opinan ustedes sobre si lo que dice la entrevistadora es apropiado en español y va a motivar a la gente a participar en el censo. O si la entrevistadora actúa de manera culturalmente apropiada para la comunidad hispana. Por eso hoy nuestra conversación se enfocará en lo que la entrevistadora dice en el video y como es su interacción con la participante.

<SHOW THE VIDEOS AND THEN ENCOURAGE A DISCUSSION USING ASSOCIATED PROBES. WHEN ALL VIDEO PART IS DONE ASK OVERALL PROBES>

<LANGUAGE BARRIER VIDEO>

En este video se muestra una situación en la cual una entrevistadora del censo y la persona que vive en esa dirección no pueden completar el censo en inglés porque la participante no habla bien inglés y la entrevistadora no habla español. Por favor miren el video prestando especial atención a cómo la entrevistadora interactúa con la participante. Después de que veamos el video, les voy a hacer algunas preguntas sobre sus opiniones y comentarios.

<SHOW LANGUAGE BARRIER VIDEO>

BL\_1. PROBE DELETED INTENTIONALLY

BL\_2. ¿Hay algo en particular que les haya **gustado** sobre la entrevistadora en este video? ¿Qué les parece que les **gustaría** de la entrevistadora a otras personas que hablan español?

PROBE AND PROVIDE DETAILS IF NEEDED:

- ¿Lo que dijo la entrevistadora o cómo lo dijo (palabras, tono, actitud)?
- ¿Apariencia? Gestos, contacto visual?

BL\_3. ¿Hay algo en particular que **no les haya gustado** sobre la entrevistadora en este video? ¿Qué les parece que **no les gustaría** de la entrevistadora a otras personas que hablan español?

PROBE AND PROVIDE DETAILS IF NEEDED:

- ¿Lo que dijo la entrevistadora o cómo lo dijo (palabras, tono, actitud)?
- ¿Apariencia? Gestos, contacto visual?

BL\_4. Ahora les voy a repartir la tarjeta que la entrevistadora le mostró a la participante.

<HAND OUT LANGUAGE FLASH CARDS>.

Usando esta tarjeta, la entrevistadora puede identificar qué idioma usa la participante para hablar y comunicarse.

- ¿Qué les parece esta tarjeta?
- ¿Puede un participante encontrar su idioma fácilmente?

- ¿Les parece que esta tarjeta puede andar bien en una situación como la que vimos?)  
¿Por qué o por qué no? [IF NECESSARY: por ejemplo, en una situación en la cual ustedes y el entrevistador no hablan el mismo idioma y no pueden comunicarse].

<UNAWARE VIDEO>

Gracias. Ahora tengo otro video para mostrarles. En este video, tanto la entrevistadora como la participante hablan el mismo idioma. Nuevamente, voy a hacerles algunas preguntas después que vean este video.

<SHOW UNAWARE VIDEO>

BU\_1. PROBE DELETED INTENTIONALLY

BU\_2. ¿Hay algo en particular que les haya **gustado** sobre la entrevistadora en este video? ¿Qué les parece que les **gustaría** de la entrevistadora a otras personas que hablan español?

PROBE AND PROVIDE DETAILS IF NEEDED:

- ¿Lo que dijo la entrevistadora o cómo lo dijo (palabras, tono, actitud)?
- ¿Apariencia? Gestos, contacto visual?

BU\_3. ¿Hay algo en particular que **no les haya gustado** sobre la entrevistadora en este video? ¿Qué les parece que **no les gustaría** de la entrevistadora a otras personas que hablan español?

PROBE AND PROVIDE DETAILS IF NEEDED:

- ¿Lo que dijo la entrevistadora o cómo lo dijo (palabras, tono, actitud)?
- ¿Apariencia? Gestos, contacto visual?

BU\_4. Ahora piensen en lo que la entrevistadora le dijo a la participante:

- ¿Hay algo que les podría resultar confuso o difícil de entender a algunas personas que hablan español?
- ¿Hay algo que no les sonó natural o que no les pareció bien para nuestra cultura?

BU\_5. PROBE DELETED INTENTIONALLY.

[IF TIME, IF R COMMENTS ON THE ORDER OF THE VIDEO MESSAGE] ¿Qué les pareció [extraño, fuera de orden, raro] en el mensaje del video? ¿Qué cambios se le pueden hacer para motivar a las personas a participar?

BU\_6. Si ustedes fueran la persona que habla español en este video, ¿estarían dispuestos a contestar las preguntas del censo después de hablar con la entrevistadora? ¿Por qué o por qué no?

**<FEAR/MISTRUST OF GOVERNMENT VIDEO>**

Muchas gracias. Ahora voy a mostrarles el siguiente video. Una vez más, después que lo hayan visto les voy a hacer algunas preguntas.

**<SHOW FEAR/MISTRUST OF GOVERNMENT VIDEO>**

BF\_1. PROBE DELETED INTENTIONALLY

BF\_2. ¿Hay algo en particular que les haya **gustado** sobre la entrevistadora en este video? ¿Qué les parece que les **gustaría** de la entrevistadora a otras personas que hablan español?

PROBE AND PROVIDE DETAILS IF NEEDED:

- ¿Lo que dijo la entrevistadora o cómo lo dijo (palabras, tono, actitud)?
- ¿Apariencia? Gestos, contacto visual?

BF\_3. ¿Hay algo en particular que **no les haya gustado** sobre la entrevistadora en este video? ¿Qué les parece que **no les gustaría** de la entrevistadora a otras personas que hablan español?

PROBE AND PROVIDE DETAILS IF NEEDED:

- ¿Lo que dijo la entrevistadora o cómo lo dijo (palabras, tono, actitud)?
- ¿Apariencia? Gestos, contacto visual?

BF\_4. Ahora piensen en lo que la entrevistadora le dijo a la participante:

- ¿Hay algo que les podría resultar confuso o difícil de entender a algunas personas que hablan español?
- ¿Hay algo que no les sonó natural o que no les pareció bien para nuestra cultura?

BF\_5. PROBE DELETED INTENTIONALLY

[IF TIME, IF R COMMENTS ON THE ORDER OF THE VIDEO MESSAGE] ¿Qué les pareció [extraño, fuera de orden, raro] en el mensaje del video? ¿Qué cambios se le pueden hacer para motivar a las personas a participar?

BF\_6. Si ustedes fueran la persona que habla español en este video, ¿estarían dispuestos a contestar las preguntas del censo después de hablar con la entrevistadora? ¿Por qué o por qué no?

<LOW ENGAGEMENT VIDEO>

Gracias. Ahora voy a mostrarles el próximo video. Nuevamente, voy a hacerles algunas preguntas después que vean este video.

<SHOW LOW ENGAGEMENT VIDEO>

BE\_1. PROBE DELETED INTENTIONALLY

BE\_2. ¿Hay algo en particular que les haya **gustado** sobre la entrevistadora en este video? ¿Qué les parece que les **gustaría** de la entrevistadora a otras personas que hablan español?

PROBE AND PROVIDE DETAILS IF NEEDED:

- ¿Lo que dijo la entrevistadora o cómo lo dijo (palabras, tono, actitud)?
- ¿Apariencia? Gestos, contacto visual?

BE\_3. ¿Hay algo en particular que **no les haya gustado** sobre la entrevistadora en este video? ¿Qué les parece que **no les gustaría** de la entrevistadora a otras personas que hablan español?

PROBE AND PROVIDE DETAILS IF NEEDED:

- ¿Lo que dijo la entrevistadora o cómo lo dijo (palabras, tono, actitud)?
- ¿Apariencia? Gestos, contacto visual?



BE\_4. Piensen nuevamente en lo que la entrevistadora le dijo a la participante:

- ¿Hay algo que les podría resultar confuso o difícil de entender a algunas personas que hablan español?
- ¿Hay algo que no les sonó natural o que no les pareció bien para nuestra cultura?

BE\_5. PROBE DELETED INTENTIONALLY

[IF TIME, IF R COMMENTS ON THE ORDER OF THE VIDEO MESSAGE] ¿Qué les pareció [extraño, fuera de orden, raro] en el mensaje del video? ¿Qué cambios se le pueden hacer para motivar a las personas a participar?

BE\_6. Si ustedes fueran la participante que habla español en este video, una vez que la entrevistadora les habló, ¿estarían dispuestos a contestar las preguntas del censo? ¿Por qué o por qué no?

#### <Overall Reactions to the Videos>

BO\_1. Piensen en los 4 videos que acabamos de ver. De todas las cosas que dijo la entrevistadora, ¿cuál les parece que MÁS PUEDE **AYUDAR** para alentar a las personas que hablan español a participar en el censo?

BO\_2. En general, ¿qué otra cosa se podría decir a los participantes que hablan español que los convencería MÁS de participar en el censo?

BO\_3. [USING FLIPCHART TO RECORD]

¿Cuáles son algunas razones por las cuales las personas no participan en el censo?

Monolingual Group	Bilingual Group
En su opinión, ¿por qué razones otras personas hispanas como usted <b>que solo hablan español</b> no participan en el Censo?	En su opinión, ¿por qué razones otras personas hispanas como usted <b>que hablan español e inglés</b> no participan en el Censo?

De todas las razones de la lista, ¿cuál sería la mayor inquietud que haría participar menos a los hispanos en general?

¿Y para cada uno de ustedes, cuál sería su mayor inquietud?

BO\_4. PROBE DELETED INTENTIONALLY

BO\_5. PROBE DELETED INTENTIONALLY

[IF TIME, IF THE ORDER OF THE VIDEO MESSAGES HAVE NOT BEEN DISCUSSED]

BO\_6. ¿Qué les pareció [extraño, fuera de orden, raro] en los mensajes de los videos]? ¿Cómo se podría mejorar? ¿Qué se puede hacer para que sea más fácil de entender?

BO\_7. [IF R ASKS ABOUT THE SECURITY WARNING CARD, MODERATOR TO HOLD UP REGULAR SIZED CARD]

Si ustedes fueran la participante en el video, cuando la entrevistadora les da esta tarjeta, ¿la leerían en ese mismo momento?

## **SECTION C. VIGNETTE**

### **Vignette #1 – Proxy reporting of English-speaking ability**

Muchas gracias. Ahora vamos a hacer algo bien diferente. Les voy a dar una hoja de papel que tiene algunas preguntas. Mientras reparto las hojas, por favor piensen en alguien que ustedes conocen en su vida personal cuyo idioma materno es el español pero que también habla inglés.

<HAND OUT THE LANGUAGE SHEET AND HAVE RS WRITE DOWN THEIR ID AT THE BOTTOM>

En cuanto tengan la hoja, por favor escriban abajo su número de identificación y contesten las preguntas en la hoja con respecto a esa persona que ustedes conocen cuyo idioma materno es el español pero que también habla inglés.

<ONCE RESPONDENTS HAVE THE LANGUAGE SHEET, READ THE QUESTIONS ONE AT A TIME>

*Language Sheet for Participants to fill out*

**Por favor piense en una persona que usted conoce en su vida personal cuyo idioma materno es el español pero que también habla inglés.**

¿Qué tan bien habla inglés esta persona?

- ☐ Muy bien
- ☐ Bien
- ☐ No muy bien
- ☐ Para nada

Por favor escriba por qué escogió esa respuesta en la pregunta de arriba.

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Ahora que ya contestaron, voy a recoger las plumas y vamos a conversar sobre sus respuestas. Recuerden que no hay respuestas correctas ni incorrectas; solo queremos saber lo que ustedes piensan.

CL\_1. ¿Qué escribieron en sus hojas? ¿Cómo decidieron qué contestar?

C1\_2. ¿Alguien escribió alguna otra cosa?

C1\_3a. A veces la Oficina del Censo les pregunta a los participantes que digan qué tan bien habla inglés otra persona. Hoy cuando ustedes contestaron la pregunta sobre qué tan bien esa otra persona habla inglés, ¿en qué pensaron para contestar?

C1\_3b. [IF NEEDED] ¿Pensaron solamente en cómo habla la persona o también en cómo lee, escribe, y entiende?

C1\_3c. PROBE DELETED INTENTIONALLY

C1\_4a. También nos interesa saber cómo deciden los participantes de una encuesta si describir a otra persona diciendo que habla inglés "bien" o que lo habla "muy bien". Para considerar que alguien habla inglés "muy bien", ¿qué cosas tiene que poder hacer esa persona al hablarlo?

C1\_4b. ¿Qué diferencia hay entre hablar inglés "bien" y hablarlo "muy bien"? [IF NEEDED: ¿Qué pueden hacer las personas que hablan 'muy bien' y que las personas que solo lo hablan 'bien' no pueden hacer?]

**[Bilinguals only]**

C2\_2. ¿Ustedes creen que la opción de responder en español va a motivar a las personas bilingües a participar en el Censo?

**Vignette #2 –US born children and race**

Ahora voy a darles una hoja de papel. Por favor escriban abajo su número de identificación.

<HAND OUT THE RACE SHEET AND HAVE RS WRITE DOWN THEIR ID AT THE BOTTOM>

¿Todos tienen una hoja? Voy a leer la descripción que está ahí.

<READ OUT THE VIGNETTE DESCRIPTION ALOUD.>

María y su esposo Pedro se identifican como hispanos y nacieron en México. Tienen un hijo que nació aquí en los Estados Unidos. ¿Cómo deberían contestar esta pregunta acerca del hijo de ellos?

Por favor contesten la pregunta con respecto al hijo de ellos.

**¿Cuál es la raza u origen étnico de esta persona?** *Marque todas las casillas que apliquen Y escriba los orígenes étnicos en los siguientes espacios. Tenga en cuenta que puede reportar más de un grupo.*

**Q. ¿Cuál es la raza u origen étnico de esta persona?**

*Marque todas las casillas que apliquen Y escriba los orígenes étnicos en los siguientes espacios. Tenga en cuenta que puede reportar más de un grupo.*

☐ **BLANCO(A)** – *Especifique a continuación.*

☐ Alemán

☐ Irlandés

☐ Inglés

☐ Italiano

☐ Polaco

☐ Francés

*Escriba, por ejemplo, escocés, noruego, holandés, etc.*

<input type="checkbox"/>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<input type="checkbox"/>	<b>HISPANO(A), LATINO(A) O ESPAÑOL(A) – Especifique a continuación.</b> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Mexicano o mexicano americano         </div> <div> <input type="checkbox"/> Puertorriqueño         </div> <div> <input type="checkbox"/> Cubano         </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div> <input type="checkbox"/> Salvadoreño         </div> <div> <input type="checkbox"/> Dominicano         </div> <div> <input type="checkbox"/> Colombiano         </div> </div> <i>Escriba, por ejemplo, guatemalteco, español, ecuatoriano, etc.</i> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>
<input type="checkbox"/>	<b>NEGRO(A) O AFROAMERICANO(A) – Especifique a continuación.</b> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Afroamericano         </div> <div> <input type="checkbox"/> Jamaquino         </div> <div> <input type="checkbox"/> Haitiano         </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div> <input type="checkbox"/> Nigeriano         </div> <div> <input type="checkbox"/> Etíope         </div> <div> <input type="checkbox"/> Somalí         </div> </div> <i>Escriba, por ejemplo, ghanés, sudafricano, barbadense, etc.</i> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>
<input type="checkbox"/>	<b>ASIÁTICO(A) – Especifique a continuación.</b> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Chino         </div> <div> <input type="checkbox"/> Filipino         </div> <div> <input type="checkbox"/> Indio asiático         </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div> <input type="checkbox"/> Vietnamita         </div> <div> <input type="checkbox"/> Coreano         </div> <div> <input type="checkbox"/> Japonés         </div> </div> <i>Escriba, por ejemplo, pakistaní, camboyano, hmong, etc.</i> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>
<input type="checkbox"/>	<b>INDÍGENA DE LAS AMÉRICAS O NATIVO(A) DE ALASKA – Escriba, por ejemplo, Navajo Nation, Blackfeet Tribe, maya, azteca, Native Village of Barrow Inupiat Traditional Government, Tlingit, etc.</b> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>
<input type="checkbox"/>	<b>DEL MEDIO ORIENTE O DEL NORTE DE ÁFRICA – Especifique a continuación.</b> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Libanés         </div> <div> <input type="checkbox"/> Iraní         </div> <div> <input type="checkbox"/> Egipcio         </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div> <input type="checkbox"/> Sirio         </div> <div> <input type="checkbox"/> Marroquí         </div> <div> <input type="checkbox"/> Israelí         </div> </div> <i>Escriba, por ejemplo, argelino, iraquí, kurdo, etc.</i> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>
<input type="checkbox"/>	<b>NATIVO(A) DE HAWAII O DE OTRA DE LAS ISLAS DEL PACÍFICO – Especifique a continuación.</b> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Nativo de Hawaii         </div> <div> <input type="checkbox"/> Samoano         </div> <div> <input type="checkbox"/> Chamorro         </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div> <input type="checkbox"/> Tongano         </div> <div> <input type="checkbox"/> Fiyiano         </div> <div> <input type="checkbox"/> De las Islas Marshall         </div> </div> <i>Escriba, por ejemplo, palauano, tahitiano, chuukés, etc.</i> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>
<input type="checkbox"/>	<b>ALGUNA OTRA RAZA U ORIGEN ÉTNICO – Especifique.</b> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>

C2\_1. ¿Qué contestaron en esta pregunta? Por favor díganme lo que escribieron. <GO AROUND THE ROOM AND RECORD ALL RS' ANSWERS ON A FLIPCHART>

C2\_2. ¿Podrían decirme por qué decidieron contestar así?

C2\_3. Ahora que escucharon las opiniones de los demás, ¿alguien quiere cambiar su respuesta?

#### SECTION D. Language Information Sheet

**MUCHAS GRACIAS POR PARTICIPAR EN EL GRUPO DE ENFOQUE DE HOY. POR FAVOR COMPLETEN LA SIGUIENTE HOJA DE INFORMACIÓN.**

Las siguientes preguntas son acerca del idioma inglés. En cada línea, escoja la respuesta que mejor le describe a usted: muy bien, bien, no muy bien, o para nada.

DB1. ¿Qué tan bien habla inglés?	Muy bien	Bien	No muy bien	Para nada
DB2. ¿Qué tan bien lee inglés?	Muy bien	Bien	No muy bien	Para nada
DB3. ¿Qué tan bien escribe en inglés?	Muy bien	Bien	No muy bien	Para nada
DB4. ¿Qué tan bien entiende películas y videos en inglés?	Muy bien	Bien	No muy bien	Para nada

Las siguientes preguntas son sobre el español.

DB5. ¿Qué tan bien habla español?	Muy bien	Bien	No muy bien	Para nada
DB6. ¿Qué tan bien lee español?	Muy bien	Bien	No muy bien	Para nada
DB7. ¿Qué tan bien escribe en español?	Muy bien	Bien	No muy bien	Para nada
DB8. ¿Qué tan bien entiende películas y videos en español?	Muy bien	Bien	No muy bien	Para nada

			bien	
--	--	--	------	--

Ahora quisiéramos saber con qué frecuencia usa inglés en ciertas situaciones. En cada línea, escoja la respuesta que mejor le describe a usted: casi siempre, con frecuencia, algunas veces o casi nunca.

DA1. ¿Qué tan seguido piensa en inglés? ¿Diría que ...	Casi siempre	Con frecuencia	Algunas veces	Casi nunca
DA2. ¿Qué tan seguido habla en inglés en su hogar? ¿Diría que...	Casi siempre	Con frecuencia	Algunas veces	Casi nunca
DA3. ¿Qué tan seguido habla en inglés con sus amigos? ¿Diría que ...	Casi siempre	Con frecuencia	Algunas veces	Casi nunca

En nombre de la Oficina del Censo, quiero agradecerles a todos por haber participado. Sus opiniones serán muy útiles para el Censo 2020. Gracias nuevamente.

**Appendix C3: Moderator's Guide (includes vignette & final  
questionnaire wording)—Russian**



**Focus Group Moderator's Guide**  
**RUSSIAN**

**Language:** 1. Spanish 2. Chinese 3. Korean 4. Vietnamese 5. Arabic 6. Russian 7. English

**Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_ (mm/dd/yyyy) **Start time:** \_\_\_\_\_ AM / PM

**Proficiency:** Monolingual                      Bilingual

**Assigned Vignette:** Vignette 1      Vignette 2

**[Korean & Arabic FGs only] Additional Characteristics (gender/age):** \_\_\_\_\_

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**SECTION A. INTRODUCTION**

Здравствуйте! Спасибо, что вы пришли сегодня на нашу встречу. Мы понимаем, что у всех у вас много дел, и поэтому особенно благодарны, что вы согласились уделить пару часов для обсуждения материалов, которые Бюро переписи населения разработало, и теперь их нужно доработать, чтобы использовать в Переписи населения 2020 года.

Перепись населения или, иными словами, подсчет всех тех, кто проживает в этой стране, проводится в США каждые 10 лет.

Меня зовут Евгения, я буду вести нашу беседу. Я работаю в научно-исследовательской организации RSS, и нам Бюро переписи населения поручило проведение этого исследовательского проекта.

*IF APPLICABLE:*

- [POINT TO THE NOTE-TAKER] Также здесь присутствует АЛИСУ. Она будет помогать мне: делать некоторые записи и следить, чтобы все прошло организованно и динамично.
- Наша фокус-группа находится в комнате с односторонним зеркалом. Мои коллеги, также работающие над этим проектом, могут наблюдать, не мешая нам, находясь в другой комнате.

Вы все прочитали письменное согласие на участие в нашей сегодняшней встрече. В нем объясняется все, чем мы будем заниматься. Здесь также спрашивается ваше согласие на аудио и видео запись нашего обсуждения. Кроме этого здесь объясняется, что все ваши комментарии будут храниться в строгой конфиденциальности и использоваться исключительно для усовершенствования материалов, которые разрабатываются на русском языке. Информация, которую Вы предоставите, будет обработана наравне с информацией других участников и выложена в сводке результатов исследования; при этом идентифицировать Вашу личность будет невозможно.

Есть ли у вас вопросы, которые нужно обсудить до того, как вы подпишите это согласие?

#### COLLECT SIGNED FORMS

Теперь я расскажу вам о правилах проведения нашей беседы.

- **Во-первых, я буду задавать много вопросов.** Любые ваши ответы будут правильными, так как нам важнее всего ваше личное мнение. Мы не ждем от вас единой точки зрения, напротив, если мнение кого-либо из вас будет отличаться от мнения остальных, нам это будет особенно важно и интересно, даже если вы – единственный член группы с таким мнением.
- **Во-вторых, очень важно не перебивать друг друга, а дать каждому высказаться, когда придет его очередь.** Пожалуйста, во время беседы не переговаривайтесь со своими соседями и не говорите одновременно с кем-то другим. Когда придет ваша очередь, тогда, пожалуйста, говорите погромче и старайтесь высказывать свою мысль четко. Важно, чтобы вы были активными во время обсуждения, но, пожалуйста, старайтесь не доминировать в беседе и дать возможность высказаться другим.
- Так как время у нас ограничено, то мне придется, возможно, иногда вас перебивать, чтобы наша дискуссия продвигалась вперед, так что заранее прошу прощения.
- **Пожалуйста, соблюдайте конфиденциальность всего здесь сказанного и услышанного.** Во время дискуссии мы будем обращаться друг к другу по имени. Ваши имена не будут фигурировать ни в каких отчетах. Всё сказанное вами за этим столом пусть останется между нами.
- Пожалуйста, отключите мобильные телефоны..

## ICEBREAKER

Теперь попрошу всех Вас по очереди кратко сказать:

- своё имя
- как долго Вы проживаете в Соединённых Штатах
- и что Вам больше всего нравится в этой стране

Давайте начнем с меня. Меня зовут ....

<GO ONE BY ONE AROUND THE ROOM.>

<ENCOURAGE EACH PERSON TO SPEAK AND PROBE FOR AGREEMENT AND DIFFERENCE IN OPINION>

## SECTION B. VIDEOS OF INTERVIEWER MESSAGES

Ну что же, начнем! Прежде всего я кратко объясню, как проходит Перепись населения.

- Когда наступит время проводить Перепись населения, то жители по всей стране получат уведомление, в котором им будет предложено заполнить переписной лист либо в интернете, либо в бумажном варианте и отправить по почте.
- Если к определенной дате Бюро переписи населения не получит ответа с какого – либо адреса, то тогда Бюро направит по этому адресу своего представителя, чтобы лично опросить проживающих там людей.
- Конечно, заранее Бюро переписи не будет знать, на каком языке говорят в этом домохозяйстве, но если в этом районе проживает высокий процент русскоязычного населения, то туда направят переписчика, говорящего на русском языке.

Переписчиков необходимо подготовить, и для этого Бюро переписи разработало примеры ситуаций, с которыми может столкнуться переписчик.

Сейчас мы с вами посмотрим 4 коротких видео, в которых будут продемонстрированы примеры возможных диалогов между переписчиком и членом домохозяйства, а затем проанализируем.

Я хочу подчеркнуть, что эти сценарии написаны с целью подготовки переписчиков, и нам важно ваше мнение о том, насколько корректны внешний вид, манера держаться и то, что переписчик говорит, для русскоговорящих людей. И очень важно – насколько убедительно звучит и выглядит переписчик, чтобы расположить людей и побудить их

участвовать в переписи. Одним словом, мы будем обсуждать, что переписчик говорит и как она ведет беседу с респондентом.

<SHOW THE VIDEOS AND THEN ENCOURAGE A DISCUSSION USING ASSOCIATED PROBES. WHEN ALL VIDEO PART IS DONE ASK OVERALL PROBES>

### <LANGUAGE BARRIER VIDEO>

Первое видео показывает ситуацию, когда пришедший на дом переписчик не может заполнить анкету на английском языке с респондентом, так как говорит только по-английски, а член домохозяйства говорит только по-русски и не может ответить на вопросы.

Пожалуйста, во время просмотра обратите особое внимание на то, как переписчик держится и разговаривает с респондентом. После просмотра мы обсудим несколько вопросов.

<SHOW LANGUAGE BARRIER VIDEO>

BL\_1. Probe deleted intentionally

BL\_2. Есть ли что-либо, что **Вам** особенно понравилось в переписчике? Как вы думаете, что **другим** русскоговорящим людям **могло бы понравиться** в переписчике?

PROBE AND PROVIDE DETAILS IF NEEDED:

- Что/как переписчик говорила (words, tone, attitude)?
- Как переписчик выглядела? Как себя вела, смотрела ли на респондента (eye contact)?

BL\_3. Есть ли там что-нибудь, что **Вам** особенно/совершенно **не понравилось** в переписчике? Как вы думаете, что **другим русскоговорящим** людям могло бы **не понравиться** в переписчике?

PROBE AND PROVIDE DETAILS IF NEEDED:

- Что/как переписчик говорила (words, tone, attitude)?
- Как переписчик выглядела? Как себя вела, смотрела ли на респондента (eye contact)?

BL\_4. А теперь я раздам вам **ТО, ЧТО** переписчик вручает респонденту во время беседы

<HAND OUT LANGUAGE FLASH CARDS>.

На этой карточке написана фраза на разных языках. С помощью этой карточки можно определить, на каком языке говорит респондент.

- Что вы думаете об этой карточке?
- Легко ли респонденту найти свой язык?
- Поможет ли такая карточка в такой ситуации? Почему < да > и почему <нет>? [if necessary: for example, a situation where you and the interviewer do not speak the same language and cannot communicate].

<UNAWARE VIDEO>

Спасибо. Сейчас мы посмотрим следующее видео. Здесь и переписчик и респондент оба говорят по-русски. После просмотра я попрошу Вас ответить на вопросы.

<SHOW UNAWARE VIDEO>

BU\_1. Probe deleted intentionally

BU\_2. Есть ли что-либо, что **Вам** особенно **понравилось** в переписке? Как вы думаете, что **другим** русскоговорящим людям могло бы **понравиться** в переписке?

PROBE AND PROVIDE DETAILS IF NEEDED:

- Что/как переписчик говорила (words, tone, attitude)?
- Как переписчик выглядела? Как себя вела, смотрела ли на респондента (eye contact)?

BU\_3. Есть ли там что-нибудь, что Вам особенно **не понравилось** в переписке? Как вы думаете, что **другим** русскоговорящим людям могло бы **не понравиться** в переписке?

PROBE AND PROVIDE DETAILS IF NEEDED:

- Что/как переписчик говорила (words, tone, attitude)?
- Как переписчик выглядела? Как себя вела, смотрела ли на респондента (eye contact)?

Спасибо. Давайте посмотрим этот эпизод еще раз. Теперь обратите, пожалуйста, свое внимание на то, как переписчик держится и разговаривает с респондентом .

<SHOW UNAWARE VIDEO AGAIN>

BU\_4. Постарайтесь вспомнить, что переписчик говорил респонденту.

- Было ли там что-то, что могло бы запутать русскоговорящего человека или то, что было бы сложно понять?
- Были ли там что-либо, что неестественно звучало или было некорректно (неприлично) для такой ситуации?

BU\_5. Probe deleted intentionally

[IF TIME, IF R COMMENTS ON THE ORDER OF THE VIDEO MESSAGE] Что было странного, непоследовательного или неадекватного в этом предложении (отрывке)? Как бы вы это изменили, чтобы побудить человека участвовать в переписи?

BU\_6. Если бы **Вы** были на месте русскоязычного респондента, то согласились ли бы Вы заполнить анкету Переписи населения после такого разговора с переписчиком? Почему <да> и почему <нет>?

<FEAR/MISTRUST OF GOVERNMENT VIDEO>

Спасибо. Давайте посмотрим следующее видео. [Здесь респондент выражает недоверие и страх перед представителем государственных органов, а переписчик пытается ее успокоить и побудить к участию в переписи.](#) Как и в предыдущий раз, после просмотра я задам вам несколько вопросов.

<SHOW FEAR/MISTRUST OF GOVERNMENT VIDEO>

BF\_1. Probe deleted intentionally

BF\_2. Есть ли что-либо, что Вам особенно **понравилось** в переписке? Как вы думаете, что **другим** русскоговорящим людям могло бы **понравиться** в переписке?

PROBE AND PROVIDE DETAILS IF NEEDED:

- Что/как переписчик говорила (words, tone, attitude)?
- Как переписчик выглядела? Как себя вела, смотрела ли на респондента (eye contact)?

BF\_3. Есть ли там что-нибудь, что Вам особенно **не понравилось** в переписке? Как вы думаете, что **другим** русскоговорящим людям могло бы **не понравиться** в переписке?

PROBE AND PROVIDE DETAILS IF NEEDED:

- Что/как переписчик говорила (words, tone, attitude)?
- Как переписчик выглядела? Как себя вела, смотрела ли на респондента (eye contact)?

Спасибо. Давайте посмотрим этот эпизод еще раз. Теперь обратите, пожалуйста, свое внимание на то, как переписчик держится и разговаривает с респондентом.

<SHOW FEAR/MISTRUST OF GOVERNMENT AGAIN>



BF\_4. Постарайтесь вспомнить, что переписчик говорил респонденту.

- Было ли там что-то, что могло бы запутать русскоговорящего человека или то, что было бы сложно понять?
- Были ли там что-либо, что неестественно звучало или было некорректно (неприлично) для такой ситуации?

BF\_5. Probe deleted intentionally

[IF TIME, IF R COMMENTS ON THE ORDER OF THE VIDEO MESSAGE] Что было странного, непоследовательного или неадекватного в этом предложении (отрывке)? Как бы вы изменили это, чтобы побудить человека участвовать в переписи?

BF\_6. Если бы **Вы** были на месте русскоязычного респондента, согласились ли бы Вы заполнить анкету Переписи населения после разговора с переписчиком? Почему <да> и почему <нет>?

<LOW ENGAGEMENT VIDEO>

Спасибо. Давайте посмотрим следующее видео. На этот раз респондент пытается всячески отделаться от переписчика, но переписчику очень важно убедить респондента принять участие. Как и в предыдущий раз, после просмотра я задам вам несколько вопросов.

<SHOW LOW ENGAGEMENT VIDEO>

BE\_1. Probe deleted intentionally

BE\_2 Есть ли что-либо, что Вам особенно **понравилось** в переписчике? Как вы думаете, что **другим** русскоговорящим людям могло бы **понравиться** в переписчике?

PROBE AND PROVIDE DETAILS IF NEEDED:

- Что/как переписчик говорила (words, tone, attitude)?
- Как переписчик выглядела? Как себя вела, смотрела ли на респондента (eye contact)?

BE\_3. Есть ли там что-нибудь, что Вам особенно **не понравилось** в отношении переписчика? Как вы думаете, что **другим** русскоговорящим людям **не понравилось** бы в переписчике?

PROBE AND PROVIDE DETAILS IF NEEDED:

- Что/как переписчик говорила (words, tone, attitude)?
- Как переписчик выглядела? Как себя вела, смотрела ли на респондента (eye contact)?

BE\_4. Постарайтесь вспомнить, что переписчик говорил респонденту.

- Было ли там что-то, что могло бы запутать русскоговорящего человека или то, что было бы сложно понять?
- Были ли там что-либо, что неестественно звучало или было некорректно (неприлично) для такой ситуации?

BF\_5. Probe deleted intentionally

[IF TIME, IF R COMMENTS ON THE ORDER OF THE VIDEO MESSAGE] Что было странного, непоследовательного или неадекватного в этом предложении (отрывке)? Как бы вы изменили это, чтобы побудить человека участвовать в переписи?

BE\_6. Если бы **Вы** были на месте русскоязычного респондента, согласились ли бы Вы заполнить анкету Переписи населения после разговора с переписчиком? Почему <да> и почему <нет>?

## &lt;Overall Reactions to the Videos&gt;

BO\_1. Давайте сейчас вспомним все 4 видео, которые мы посмотрели. Из того, что переписчик говорил респонденту, что именно, по- вашему, **скорее всего побудило** респондента согласиться принять участие в Переписи/заполнить анкету?

BO\_2. Если говорить вообще, то какие слова и фразы **могут быть наиболее убедительными** для русскоязычного респондента, чтобы побудить его участвовать в Переписи?

BO\_3. [USING FLIPCHART TO RECORD]

Monolingual Group	Bilingual Group
Как вы думаете, по каким причинам русскоговорящие люди, которые подобно вам, <b>говорят только на русском языке</b> , отказываются принимать участие в переписи?	Как вы думаете, по каким причинам русскоговорящие люди, которые подобно вам, <b>говорят на обоих языках</b> , отказываются принимать участие в переписи?

Из всех упомянутых причин, по которым русскоговорящие люди не желают принимать участие в переписи, какую можно назвать главной?

Лично Вы по какой причине отказались бы?

BO\_4. Probe deleted intentionally

BO\_5. Probe deleted intentionally

[IF TIME, IF THE ORDER OF THE VIDEO MESSAGES HAVE NOT BEEN DISCUSSED]

BO\_6. Что было странного, непоследовательного или неадекватного в этом предложении (отрывке)? Как бы вы предложили это изменить, чтобы облегчить понимание?

BO\_7. [IF R ASKS ABOUT THE SECURITY WARNING CARD, MODERATOR TO HOLD UP REGULAR SIZED CARD]

Если бы вы были на месте респондента в ситуации, показанной в видео, когда переписчик протянула вам эту карточку, вы бы ее тогда прочитали?

**SECTION C. VIGNETTE****Vignette #1 – Proxy reporting of English-speaking ability**

Спасибо. Теперь я предложу Вам сделать следующее задание. Я сейчас раздам вам листок с вопросами. Пока я это делаю, пожалуйста, подумайте о любом вашем знакомом, у которого родной язык РУССКИЙ, но который говорит по- английски.

<HAND OUT THE LANGUAGE SHEET AND HAVE RS WRITE DOWN THEIR ID AT THE BOTTOM>

Теперь, пожалуйста, напишите внизу страницы Ваш номер, который Вам присвоили в начале нашей встречи, и ответьте на вопросы, думая про вашего знакомого, у которого родной язык РУССКИЙ и который говорит по- английски.

<ONCE RESPONDENTS HAVE THE LANGUAGE SHEET, READ THE QUESTIONS ONE AT A TIME>

*Language Sheet for Participants to fill out*

**SECTION C. Vignette #1**

Пожалуйста, подумайте об одном Вашем личном знакомом, у которого родной язык РУССКИЙ и который также говорит по-английски.

Насколько хорошо этот человек говорит по-английски?

- ☐ Очень хорошо
- ☐ Хорошо
- ☐ Плохо
- ☐ Совсем не говорит

Поясните, пожалуйста, почему Вы ответили на этот вопрос именно так.

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Сдайте, пожалуйста, ручки, и мы обсудим Ваши ответы. Пожалуйста, помните, что для нас нет правильных или неправильных ответов – нам просто важно знать ваше личное мнение.

**C1\_1.** Что вы написали? Почему Вы ответили именно так?

**C1\_2.** Какие еще были варианты ответов?

**C1\_3a.** Иногда Бюро Переписи населения просит участников опросов определить, насколько хорошо или плохо говорит по-английски какой-либо знакомый им человек. Когда Вы сегодня отвечали на вопрос: < как хорошо этот ваш знакомый говорит по – английски > - как вы рассуждали ?

**C1\_3b.** [IF NEEDED] Думали ли Вы только о умении человека **говорить** по- английски? Или Вы также думали о том, насколько хорошо этот человек умеет читать, писать и понимать по-английски?

**C1\_3c.** Probe deleted intentionally

**C1\_4a.** Нам также важно знать, как люди выбирают между ответом < хорошо говорит> и <очень хорошо говорит> по- английски. Что такое человек должен уметь, чтобы о нем можно было сказать, что он говорит по- английски <очень хорошо>?

**C1\_4b.** Какая разница между способностью говорить по-английски < хорошо> и < очень хорошо>?

[IF NEEDED: Что такое должен уметь делать человек, который < очень хорошо> говорит по-английски по сравнению с тем, кто просто < хорошо> говорит по-английски?

**[Bilinguals only]**

**C2\_2.** Как Вы думаете, было бы наличие возможности отвечать на вопросы переписи **на русском языке** мотивацией для **тех, кто говорит на двух языках**, принять участие в переписи?



**Vignette #2 –US born children and race**

Теперь я вам раздам другие листы. Пожалуйста, напишите внизу страницы Ваш номер, который Вам присвоили в начале нашей встречи.

<HAND OUT THE RACE SHEET AND HAVE RS WRITE DOWN THEIR ID AT THE BOTTOM>

У всех есть листок? Давайте вместе прочитаем, что здесь написано.

< READ OUT THE VIGNETTE DESCRIPTION ALOUD.>

<< Мария и ее муж Петр оба записали себя < русскими>. Они оба родились в России. У них есть сын, который родился в США.>> Как они должны ответить на этот вопрос про своего сына?

Пожалуйста, заполните ответ на этот вопрос, следуя инструкции и имея в виду, что Мария и Петр отвечают про своего сына.

**Q. Укажите расовую принадлежность и национальность данного лица.**

Выберите и отметьте все подходящие пункты, **а также** впишите Ваш ответ в поле ниже. Обратите внимание: Вы можете выбрать несколько ответов.

☐ **Белый (белая) – Подробнее укажите ниже.**

- |  |                                       |   |
|--|---------------------------------------|---|
| <input type="checkbox"/> Немец(ка)     | <input type="checkbox"/> Ирландец(ка) | <input type="checkbox"/> Англичанин(ка) |
| <input type="checkbox"/> Итальянец(ка) | <input type="checkbox"/> Поляк(ка)    | <input type="checkbox"/> Француз(ка)    |

Впишите печатными буквами, например, шотландец(ка), норвежец(ка), голландец(ка) и т.д.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

☐ **Испанец (испанка), выходец из Латинской Америки или человек испанского происхождения – Подробнее укажите ниже.**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Мексиканец(ка) или американец мексиканского происхождения | <input type="checkbox"/> Пуэрториканец(ка) | <input type="checkbox"/> Кубинец(ка)   |
| <input type="checkbox"/> Уроженец(ка) Сальвадора                                   | <input type="checkbox"/> Доминиканец(ка)   | <input type="checkbox"/> Колумбиец(ка) |

Впишите печатными буквами, например, гватемалец(ка), испанец(ка), уроженец(ка) Эквадора и т.д.

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☐ **Чёрный (чёрная) или афро-американец (афро-американка) – Подробнее укажите ниже.**

- |   |  |                                       |
|---|--|---------------------------------------|
| <input type="checkbox"/> Афроамериканец(ка) | <input type="checkbox"/> Уроженец(ка) Ямайки | <input type="checkbox"/> Гаитянин(ка) |
| <input type="checkbox"/> Нигериец(ка)       | <input type="checkbox"/> Эфион(ка)           | <input type="checkbox"/> Сомилиец(ка) |

Впишите печатными буквами, например, ганец(ка),  
южноафриканец(ка), барбадосец(ка) и т.д.

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- ☐ **Азиат (азиатка)** – Подробнее укажите ниже.

<input type="checkbox"/> Китаец(ка)	<input type="checkbox"/> Филиппинец(ка)	<input type="checkbox"/> Индус(ка)
<input type="checkbox"/> Вьетнамец(ка)	<input type="checkbox"/> Кореец(ка)	<input type="checkbox"/> Японец(ка)

Впишите печатными буквами, например, пакистанец(ка),  
камбоджиец(ка), хмонг и т.д.

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- ☐ **Американский(ая) индеец(ка), или уроженец(ка) Аляски** – Впишите  
печатными буквами, например, навахо, племя блэкфит, майя, ацтек,  
инупиат, тлингит и т.д.

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- ☐ **Выходец из стран Ближнего Востока или Северной Африки** – Подробнее  
укажите ниже.

<input type="checkbox"/> Ливанец(ка)	<input type="checkbox"/> Иранец(ка)	<input type="checkbox"/> Египтянин(ка)
<input type="checkbox"/> Сириец(ка)	<input type="checkbox"/> Морокканец(ка)	<input type="checkbox"/> Израильтянин(ка)

Впишите печатными буквами, например, Алжирец(ка), житель(ца)  
Ирака, курд и т.д.

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- ☐ **Уроженец (ка) Гавайских островов или других островов Тихого океана** –  
Подробнее укажите ниже.

<input type="checkbox"/> Гавайских	<input type="checkbox"/> Самоа	<input type="checkbox"/> Чаморро
<input type="checkbox"/> Тонга	<input type="checkbox"/> Фиджи	<input type="checkbox"/> Маршалловых

Впишите печатными буквами, например, палаунец(ка), таитянен(ка),  
трук и т.д.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

- ☐ **Другая раса, национальная принадлежность или происхождение** –  
Подробнее впишите печатными буквами.

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C2\_1. Как Вы ответили на этот вопрос? Расскажите, что вы вписали. <GO AROUND THE ROOM AND RECORD ALL RS' ANSWERS ON A FLIPCHART>

C2\_2. Поясните, пожалуйста, почему Вы так написали?

C2\_3. Теперь когда мы все обсудили, и вы услышали мнение других, кто-нибудь из Вас решил бы изменить свой ответ?

## SECTION D. Language Information Sheet

Хочу поблагодарить вас всех за участие в нашей сегодняшней фокус- группе.

Пожалуйста, заполните вот этот **информационный листок**.

Здесь вопросы о владении английским языком. В каждом вопросе выберите то, что наилучшим образом подходит к Вам:

	Очень хорошо	Хорошо	Не очень хорошо/плохо	Никак
DB1. Как хорошо Вы говорите по - английски?				
DB2. Как хорошо Вы читаете по - английски?				
DB3. Как хорошо Вы пишете по - английски?				
DB4. Как хорошо Вы понимаете кинофильмы и видеофильмы на английском языке?				

Следующие вопросы о том, как хорошо Вы владеете русским языком:

	Очень хорошо	Хорошо	Не очень хорошо/плохо	Никак
DB5. Как хорошо Вы говорите по – русски?				
DB6. Как хорошо Вы читаете по - русски?				
DB7. Как хорошо Вы пишете по – русски?				
DB8. Как хорошо Вы понимаете кинофильмы и видеофильмы на русском языке?				

Также нам бы хотелось знать, как часто Вы используете английский язык. Пожалуйста, ответьте на каждый вопрос. Выберите ответ, который наилучшим образом подходит к Вам:

Language use	Почти всегда	Часто	Иногда	Почти никогда
DA1. Как часто Вы думаете по-английски? Вы бы сказали...				
DA2. Как часто Вы говорите по-английски дома? Вы бы сказали ...				
DA3. Как часто Вы говорите по-английски со своими друзьями? Вы бы сказали...				

От имени Бюро Переписи населения я хочу поблагодарить вас всех за участие в нашей сегодняшней фокус- группе. Ваше мнение будет для нас очень полезным при подготовке к Переписи населения в 2020 году.

Еще раз всем спасибо. До свидания.

**Appendix C4: Moderator's Guide (includes vignette & final  
questionnaire wording)—Chinese**

## Focus Group Moderator's Guide

### CHINESE

**Language:** 1. Spanish 2. Chinese 3. Korean 4. Vietnamese 5. Arabic 6. Russian 7. English

**Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_ (mm/dd/yyyy) **Start time:** \_\_\_\_\_ AM / PM

**Proficiency:** Monolingual Bilingual

**Assigned Vignette:** Vignette 1 Vignette 2

**[Korean & Arabic FGs only] Additional Characteristics (gender/age):** \_\_\_\_\_

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### SECTION A. INTRODUCTION

Welcome! Thank you for coming to talk with us today. We know we all live busy lives so we really appreciate that you are taking a couple of hours of your day to help us review materials and statements that the Census Bureau has designed and would like to improve and use in the 2020 Census. Every ten years the United States conducts a census, or count, of everyone who is living in this country.

欢迎各位！感谢你们今天来这里与我们交谈。我们知道大家都有着忙碌的生活，所以我们非常感激你们愿意抽出几个小时来帮助我们看一下并且改善人口普查局设计的材料和信息。这些材料将用于 2020 年全国人口普查。每隔十年，美国都要进行一次人口普查，对居住在美国的人口进行统计。

My name is [MODERATOR NAME] and I will be guiding today's conversation. I work for [RTI International, a non-profit research organization/RSS, a research firm]. The Census Bureau has hired us to conduct this research.

我的名字是[MODERATOR NAME] 我将主持今天的专题小组讨论。我就职于[RTI International, a non-profit research organization/RSS, a research firm]。人口普查局聘请我们来进行这个研究。

#### *IF APPLICABLE:*

- [POINT TO THE NOTE-TAKER] This is NAME. (S)he will assist me by taking notes and making everything runs smoothly. 这位是 NAME。他会协助我做笔记，让小组讨论顺利进行。
- [POINT TO THE NOTE-TAKER] We are in a focus group room with a one-way mirror. My colleagues who are working with me on this project can watch it from the other room without getting in our way. 我们现在在一个有单向镜的专题小组讨论房间里。和我一起进行这个项目工作的同事可以在不影响我们的同时，从另一个房间通过单向镜观看到我们的讨论。

I understand everyone has read the consent form. The consent form explains everything we will be doing and it asks for your permission to audio and video record our conversation. It also explains that we will keep everything you say today confidential, meaning that we will group what everyone says and the results will not identify you personally and will only use it for research purposes to improve the Census materials in [TARGET LANGUAGE]. Are there any

questions or concerns that I should address before everyone signs it? COLLECT SIGNED FORMS

每个人都阅读了参加这个专题小组讨论的同意书。这份同意书介绍了所有关于这次讨论的事项，并且征求您对讨论会录像以及录音的许可。这份文件同时说明了我们将会对您今天所说的任何东西保密。您发表的意见只会用于改善中文人口普查表资料的研究目的。签此同意书前对这份文件有任何问题或疑惑吗？ COLLECT SIGNED FORMS

Let me mention a few basic rules.

现在我来说明一下今天专题小组讨论会的几个基本要求。

- **First, I will be asking a lot of questions.** There are no right or wrong answers to my questions; we just want your honest opinions. We don't need to have everyone agree. In fact, if you have a view different from others it is especially important for us to hear it because you may be the only person who is representing a different point of view here today.
- **首先，我将会询问很多问题。**我的问题没有正确或者错误的答案。我们只希望得到您真实的意见。我们不需要所有人都取得一致的意见。事实上，如果您有和别人不同的观点，这其实对我们来说特别重要，因为你很可能是今天唯一代表不同观点的人。
- **Only one person speaks at a time and we'd like everyone to get a turn.** Please do not have a side conversation with the person sitting next to you or speak while somebody else is talking. Please speak up and let us know what you are thinking. If you are the type of person who always participates, please give a chance to others to talk.
- **每次只能有一位发言，并且我们希望所有人都有机会发言。**请不要在其他人说时与坐在您旁边的人单独聊天或者发言。请积极发言并且让我们知道您的想法。如果您属于每次都想发言的那种人，希望您也给别人发言机会。
- **Due to limited time, I must move the discussion along and may sometimes have to interrupt in order to do so. Please do not be offended.**
- 因为时间有限，我必须确保讨论能够按时进行。因此可能有时我不得不打断您的发言。请不要生气。。
- **Please keep what everyone says here private.** During the group conversation, we use first names only. We keep what you say entirely confidential and I ask that each of you treat confidentially what others say around the table. Your names will not be used in any reports.
- **请对所有人说的话保密。**在小组交谈的时候，我们只能使用每个人的号码。我们将会对您说的所有话保密，并且我要求你们对他人所说的话保密。您的名字不会用于任何报告中。
- **Please turn off your phone before we begin.**
- 现在能否请大家关闭手机。



**ICEBREAKER**

Let's go around the room and have each of you tell us briefly:

- Your first name or nickname
- how long you have lived in the United States
- Tell us what is the one thing you like best about living here.

现在让我们轮流介绍一下自己。简单说就好。请告诉大家，

- 您的号码。
- 您在美国住了有多长时间。
- 并且住在美国有什么是您最喜欢的。

Let me go first. My name is...

我先说。我叫 ...

<GO ONE BY ONE AROUND THE ROOM.>

<ENCOURAGE EACH PERSON TO SPEAK AND PROBE FOR AGREEMENT AND DIFFERENCE IN OPINION>

## SECTION B. VIDEOS OF INTERVIEWER MESSAGES

Let's get started! Let me give you a brief introduction of how the U.S. Census is conducted.

- When it's time for the Census, people will receive a mailing that asks them to complete the census form on the internet or by mail.
- If no response from an address has been received by a certain date, a Census Bureau interviewer will be sent in person to that address to ask the census questions of the people who live there.
- The Census Bureau will not know in advance what language is spoken at a particular address. However, if the address is in an area where a high percentage of <TARGET LANGUAGE>-speakers live, it is likely that they will send a <TARGET LANGUAGE>-speaking interviewer.

好，我们现在开始吧！我先向大家简单介绍一下美国人口普查是如何进行的。

- 在人口普查开始进行的时候，每个地址将收到一份邮件。这份邮件要求收件人上网或是以邮件填写人口普查表。
- 如果在一定日期还没有收到某一个地址填好的表，人口普查局将派普查员到那个地址去询问住在那里的人有关人口普查的问题。
- 人口普查局不可能事先知道住在某一具体地址的人说什么语言。但是，如果这一地址所在的区域有较高比例的华人居住的话，很有可能他们会派一个会说中文的普查员去那里。

I will show you 4 short videos. This is what the Census Bureau has designed to show some examples of situations that the interviewer may encounter to train Census interviewers. After watching each video, I will ask for your reaction and feedback. Please remember, these scenarios are created for training purposes, and the Census Bureau needs your feedback to see if what the interviewer says is appropriate in [TARGET LANGUAGE] and is encouraging for people to participate in the Census, or if the interviewer acts in a culturally appropriate manner for the [TARGET ETHNICITY] community. So our discussion today will focus on what the interviewer in the video says and how he interacts with the respondent.

接下来，我会给大家分别看四个简短的录像，人口普查局设计了一些普查员可能会遇到的情况，并且将会用这些例子来培训普查员。看过录像之后我会问问大家有什么看法。请记住，录像中所设计的情况是为了培训目的。人口普查局希望得到你们的反馈意见，看看录像中那位普查员所说的话是否符合中文的表达习惯，是否有说服力，能鼓励人们参加人口普查，或者他的表现是否符合华人的文化习俗。所以我们今天的讨论主要集中在录像中这位普查员所说的话，和他是怎样和受访人交流的。

<SHOW THE VIDEOS AND THEN ENCOURAGE A DISCUSSION USING ASSOCIATED PROBES. WHEN ALL VIDEO PART IS DONE ASK OVERALL PROBES>

<LANGUAGE BARRIER VIDEO>

This video shows a situation when the Census interviewer and the household respondent cannot complete a Census questionnaire in English because the respondent does not speak English well and the interviewer does not speak <TARGET LANGUAGE>. Please watch it while paying attention to the video especially about how the interviewer interacts with the respondents. After the video, I will ask several questions about your opinions and comments.

这个录像是一位普查员跟一位英文不好的居民在交流。这位居民因为英文不好而无法完成英文人口普查表，但这位普查员不会说中文。请大家看一下，特别注意一下这位普查员和这位受访者的互动情况。看完后我会问问大家有什么看法。

<SHOW LANGUAGE BARRIER VIDEO>

BL\_1. Probe deleted intentionally

BL\_2. Is there anything you particularly **liked** about the interviewer in this video? What do you think other <TARGET LANGUAGE> speakers like you would **like** about the interviewer?

对于这位普查员，有什么是您特别**喜欢**的？您觉得其他华人会**喜欢**这位普查员的哪一个方面？

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- 普查员所说的话（字眼，声调，态度）？
- Appearance? Gestures, eye contact?
- 外表，手势，目光接触？

BL\_3. Is there anything you particularly **disliked** about the interviewer in this video? What do you think other <TARGET LANGUAGE> speakers like you would **dislike** about the interviewer?

对于这位普查员，有什么是您特别**不喜欢**的？您觉得其他华人会**不喜欢**这位普查员的哪一个方面？

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- 普查员所说的话（字眼，声调，态度）？
- Appearance? Gestures, eye contact?
- 外表，手势，目光接触？

BL\_4. Now I will hand out what the interviewer showed to the respondent. <HAND OUT LANGUAGE FLASH CARDS>.

现在我讓大家看看普查员给这位受访者的卡片。

Using this card, the interviewer can identify the language the respondent speaks and communicates in.

- What do you think about this card?
- Can a respondent easily find their language?
- Do you think this card can work well in a situation like this? Why or why not? [if necessary: for example, a situation where you and the interviewer do not speak the same language and cannot communicate].

普查员通过用这张卡片，可以找出受访者所讲或是可沟通的语言。

- 您觉得这张卡片看起来怎么样？
- 受访者可以容易地找到他们自己的语言吗？
- 您觉得这张卡片在这个情况下用可行吗？为什么行？为什么不行？ [if necessary, 比如，在您和普查员是说不同的语言，而且你们无法沟通。]

#### <UNAWARE VIDEO>

Thank you. I have another video to show you. In this video, both the interviewer and the respondent speak the same language. Again, I will ask you some questions after you watch this video.

谢谢！讓我們看下一个录像。在这个录象中，普查员和这位受访者讲的是同一个语言。跟刚才做过的一样，看完之后我会问大家有什么看法。

#### <SHOW UNAWARE VIDEO>

BU\_1. Probe deleted intentionally

BU\_2. Is there anything you particularly **liked** about the interviewer in this video? What do you think other <TARGET LANGUAGE> speakers like you would **like** about the interviewer?

对于这位普查员，有什么是您特别**喜欢**的？您觉得其他华人会**喜欢**这位普查员的哪一个方面？

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- 普查员所说的话（字眼，声调，态度）？
- Appearance? Gestures, eye contact?

- 外表，手势，目光接触？

BU\_3. Is there anything you particularly **disliked** about the interviewer in this video? What do you think other <TARGET LANGUAGE> speakers like you would **dislike** about the interviewer?

对于这位普查员有什么是您特别**不喜欢**的？您觉得其他华人会**不喜欢**这位普查员的哪一方面？

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- 普查员所说的话（字眼，声调，态度）？
- Appearance? Gestures, eye contact?
- 外表，手势，目光接触？

Thanks. I'm going to show you the same video again. Please pay attention to how the interviewer interacts with the respondent.

谢谢！让我们再看一遍。这一次请特别注意一下普查员和这位受访者的互动情况。

<SHOW UNAWARE VIDEO AGAIN>

BU\_4. Thinking back to what the interviewer said to the respondents:

- Was there anything that some <TARGET LANGUAGE> speakers may find confusing or difficult to understand?
- Was there anything that did not sound natural or was inappropriate for your culture?

请大家想想普查员对这位受访者所说的话：

- 有没有什么词您认为某些华人会感到迷惑或不理解？
- 有哪些话听起来是不自然或是您认为可能会冒犯某些人的？

BU\_5. Probe deleted intentionally

[IF TIME, IF R COMMENTS ON THE ORDER OF THE VIDEO MESSAGE. SKIP IF NO COMMENT]

- 有哪些说法听起来 [怪怪的，次序颠倒，或是不合理]？
- 您觉得应该怎样改进，会让人更容易理解？

BU\_6. If you were the <TARGET LANGUAGE> speaker in this video, would you be willing to complete the Census questionnaire after the interviewer talked with you? Why or why not?

如果您是這個錄像中的華人，在普查員做完訪談後，您覺得您會願意完成這份人口普查表嗎？為什麼會？為什麼不會呢？[Raise hands for those who are not willing, and those who are willing. And then ask why]

### <FEAR/MISTRUST OF GOVERNMENT VIDEO>

Thank you. Let me show you the next video. Again, I will ask you some questions after you watch this video.

謝謝！讓我們看下一個錄像。跟剛才做的一樣，看完之後我會問大家有什麼看法。

### <SHOW FEAR/MISTRUST OF GOVERNMENT VIDEO>

BF\_1. Probe deleted intentionally

BF\_2. Is there anything you particularly **liked** about the interviewer in this video? What do you think other <TARGET LANGUAGE> speakers like you would **like** about the interviewer?

對於這位普查員，有什麼是您特別**喜歡**的？您覺得其他華人會喜歡這位普查員的哪一個方面？

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- 普查員所說的話（字眼，聲調，態度）？
- Appearance? Gestures, eye contact?
- 外表，手勢，目光接觸？

BF\_3. Is there anything you particularly **disliked** about the interviewer in this video? What do you think other <TARGET LANGUAGE> speakers like you would **dislike** about the interviewer?

對於這位普查員，有什麼是您特別**不喜歡**的？您覺得其他華人會**不喜歡**這位普查員的哪一個方面？

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- 普查员所说的话（字眼，声调，态度）？
- Appearance? Gestures, eye contact?
- 外表，手势，目光接触？

Thanks. I'm going to show you the same video again. Please pay attention to how the interviewer interacts with the respondent.

谢谢！让我们再看一遍。这一次请特别注意一下普查员和这位受访者的互动情况。

<SHOW FEAR/MISTRUST OF GOVERNMENT VIDEO AGAIN>

BF\_4. Thinking back to what the interviewer said to the respondents:

- Was there anything that some <TARGET LANGUAGE> speakers may find confusing or difficult to understand?
- Was there anything that did not sound natural or was inappropriate for your culture?

请大家想想普查员对这位受访者所说的话：

- 有没有什么词您认为某些华人会感到迷惑或不理解？
- 有哪些话听起来是不自然或是您认为可能会冒犯某些人的？

BF\_5. Probe deleted intentionally

[IF TIME, IF R COMMENTS ON THE ORDER OF THE VIDEO MESSAGE]

- 有哪些说法听起来 [怪怪的，次序颠倒，或是不合理]？
- 您觉得应该怎样改进，会让人更容易理解？

BF\_6. If you were the <TARGET LANGUAGE> speaker in this video, would you be willing to complete the Census questionnaire after the interviewer talked with you? Why or why not?

如果您是这个录像中的华人，在普查员做完访谈后，您觉得您会愿意完成这份人口普查表吗？为什么会？为什么不会呢？

<LOW ENGAGEMENT VIDEO>

Thank you. Let me show you the next video. Again, I will ask you some questions after you watch this video.

谢谢！讓我們看下一个录象。跟刚才做的一样，看完后我会问大家有什么看法。

<SHOW LOW ENGAGEMENT VIDEO>

BE\_1. Probe deleted intentionally

BE\_2. Is there anything you particularly **liked** about the interviewer in this video? What do you think other <TARGET LANGUAGE> speakers like you would **like** about the interviewer?

对于这位普查员，有什么是您特别**喜欢**的？您觉得其他华人会**喜欢**这位普查员的哪一个方面？

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- 普查员所说的话（字眼，声调，态度）？
- Appearance? Gestures, eye contact?
- 外表，手势，目光接触？

BE\_3. Is there anything you particularly **disliked** about the interviewer in this video? What do you think other <TARGET LANGUAGE> speakers like you would **dislike** about the interviewer?

对于这位普查员，有什么是您特别**不喜欢**的？您觉得其他华人会**不喜欢**这位普查员的哪一个方面？

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?



- 普查员所说的话（字眼，声调，态度）？
- Appearance? Gestures, eye contact?
- 外表，手势，目光接触？

BE\_4. Thinking back to what the interviewer said to the respondents:

- Was there anything that some <TARGET LANGUAGE> speakers may find confusing or difficult to understand?
- Was there anything that did not sound natural or was inappropriate for your culture?

请大家想想普查员对这位受访者所说的话：

- 有没有什么词是您认为对华人来说会感到迷惑或不理解的？
- 有哪些话听起来是不自然或是您认为可能会冒犯某些人的？

BE\_5. Probe deleted intentionally

[IF TIME, IF R COMMENTS ON THE ORDER OF THE VIDEO MESSAGE]

- 有哪些说法听起来 [怪怪的，次序颠倒，或是不合理]？
- 您觉得应该怎样改进，会让人更容易理解？

BE\_6. If you were the <TARGET LANGUAGE> speaker in this video, would you be willing to complete the Census questionnaire after the interviewer talked with you? Why or why not?

如果您是这个录像中的华人，在普查员做完访谈后，您觉得您会愿意完成这份人口普查问卷表吗？为什么会？为什么不会呢？

### <Overall Reactions to the Videos>

BO\_1. Thinking back to all 4 videos we just saw, what did the interviewer say that was **MOST LIKELY** to encourage <TARGET LANGUAGE> speakers to participate?

现在请大家回想一下我们刚刚看过的四个录像，普查员说过的哪些话是最可能让华人想要参加人口普查的？

BO\_2. In general, what statements would be **MOST LIKELY** to encourage <TARGET LANGUAGE> speakers to participate in the Census?

一般来说，哪些说法最能鼓励华人参加人口普查？

BO\_3. [Using flipchart to record] In your opinion, what are some reasons why [SPECIFIC ETHNICITY] people like you who only speak [TARGET LANGUAGE] [OR who are bilingual] do not participate in the Census?

Monolingual Group	Bilingual Group
您觉得，像您这样只说中文的华人，有什么原因是有可能让他们拒绝参加人口普查的？	您觉得，像您这样说双语的华人，有什么原因是有可能让他们拒绝参加人口普查的？

Of all the reasons listed here, what would be the main concern that would make [SPECIFIC ETHNICITY] in general less likely to participate? What about you? What would be your main concern?  
在这里列出的理由中，哪一个是一般华人不愿意参加人口普查的主要原因？

那么您呢？哪一个是您不愿意参加的主要原因？

BO\_4. Probe deleted intentionally

BO\_5. What are some appropriate behaviors, such as gesture, attitude, eye contact, tone, or appearance that an interview should display, when encouraging <TARGET LANGUAGE> speakers to participate in the Census?

您觉得对于华人来说，普查员的哪些行为，譬如说手势、态度、目光接触、声调或外表，会鼓励他们参加人口普查？

[IF TIME, IF THE ORDER OF THE VIDEO MESSAGES HAVE NOT BEEN DISCUSSED]

BO\_6. What seems [strange, out of order, weird] with the message in [video number or content] video? What would make it better? What would make it easier to understand?

在 [video number or content] 录像里，有哪些说法听起来 [怪怪的，次序颠倒，或是不合理]? 您觉得应该怎样改进，会让人更容易理解？

BO\_7. [IF R ASKS ABOUT THE SECURITY WARNING CARD, MODERATOR TO HOLD UP REGULAR SIZED CARD]

假如您是录像中的受访者，普查员给您这张卡片，您会当时读这张卡吗？

## SECTION C. VIGNETTE

### Vignette #1 – Proxy reporting of English-speaking ability

Thank you. Now we will do something very different. I will hand out a sheet of paper which has a few questions. While I'm doing this, please think of a person you know in your personal life whose first language is <TARGET LANGUAGE> but speaks English.

谢谢。现在我们来做一些不一样的事。我会发给大家一张纸，上面有几张问题。在我发纸的同时，请大家设想一位在您的生活圈中所认识的华人，母语是中文，也会讲英文。

<HAND OUT THE LANGUAGE SHEET AND HAVE RS WRITE DOWN THEIR ID AT THE BOTTOM>

Once you get the sheet, please write down your ID at the bottom of the sheet and fill out the questions on the sheet while thinking of the person you know whose first language is <TARGET LANGUAGE> but speaks English.

当您拿到这张纸后，请想着这位会讲英文的华人，然后在纸的下角填写您的号码，然后回答纸上的几个问题。

<ONCE RESPONDENTS HAVE THE LANGUAGE SHEET, READ THE QUESTIONS ONE AT A TIME>

这个人讲英语的程度如何？

☐ 非常好

☐ 好

☐ 不太好

☐ 完全不会讲

请简单解释一下您为什么这样回答这个问题。

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Now that you have filled this out I'm going collect the pens and we will talk about your answers. Remember there are no right or wrong answers, we just want to learn what you think.

现在大家填完了，我先把笔收回来，我们再一起来谈谈大家的回答。

请记住，这没有所谓对或错的回答，我们只想知道您的想法。

C1\_1. What did you write in the sheet? How did you come up with your answer?

您都在纸上写了些什么回答？您是如何得到您的回答的？

C1\_2. Did anybody write anything else?

其他人有写不一样的回答吗？

C1\_3a. Sometimes the Census Bureau asks survey participants to say how well another person speaks English. Today when you answered the question about how well this other person speaks English, what were you thinking about?

人口普查局有时候会请参与回答问卷的人评估另一个人的英文讲得好不好。今天当您在纸上回答这个您设想的人英文讲得好不好的时候，您是怎么想的？

C1\_3b. [IF NEEDED] Did you think only about speaking, or did you also think about reading, writing, and listening?

当您回答他人英文讲得好不好的时候，您是只想到口语，还是还想到阅读，书写，和听力？

C1\_3c. Probe deleted intentionally ?

C1\_4a. We're also interested in how survey participants choose between describing someone else as speaking English "well" or "very well". What would a person have to be able to do in order to be considered speaking English "very well"?

我们也想了解一般人在形容他人的英文口语能力“好”或是“非常好”的时候，是如何决定的。您是如何决定他人的英文口语能力是“非常好”的呢？

C1\_4b. What is the difference between speaking English "well" and speaking "very well"? [IF NEEDED: What can people who speak 'very well' do that people who only speak 'well' cannot do?]

您觉得区分一个人的英文能力是“好”“或“非常好”的差别在哪里？[IF NEEDED: 英文能力“非常好”的人可以做什么事情，而英文能力只是“好”的人却不能做？]

**[Bilinguals only]**

C1\_5. Do you think the option of responding in a <TARGET LANGUAGE> motivates bilinguals to participate in the Census?

您觉得如果可选用中文来回答人口普查表的问题，会鼓励说双语的华人来回答人口普查问题吗？

## Vignette #2 –US born children and race

Next, I am going to hand out another piece of paper. Please write down your ID at the bottom again.

接下来我会给您另一张纸。请在最后面再次填入您的 ID 号码。

<HAND OUT THE RACE SHEET AND HAVE RS WRITE DOWN THEIR ID AT THE BOTTOM>

Did everyone get one sheet? I will read the description shown here.

每一个人都拿到了吗？我把上面的叙述念一遍。

< READ OUT THE VIGNETTE DESCRIPTION ALOUD.>

Maria and her husband Pedro both identify as <target origin> and were born in <TARGET COUNTRY>. They have a son who was born here in the US. How should they answer this question about their son? Please fill out the question about the son. What is this person's race or ethnicity? Mark all boxes that apply AND print ethnicities in the spaces below. Note, you may report more than one group.

王先生和王太太都是在中国出生的华人。他们有一个儿子，在美国出生。他们应该如何就他们儿子的情形来回答这个问题？

请为他们的儿子回答这个问题。

这个人的种族或族裔是什么？

请在**一个或多个框中标记**，并请在下面空行中**工整填写族裔**。请注意，您可以选择一个以上的族群。

王先生和王太太都是在中国出生的华人。他们有一个儿子，在美国出生。他们应该如何就他们儿子的情形来回答以下这个问题？

Section C. Vignette #2

这个人的种族或族裔是什么？

请在**一个或多个框中标记**，并请在下面空行中**工整填写族裔**。请注意，您可以选择一个以上的族群。

<input type="checkbox"/> 白人 — 请提供细节。	<input type="checkbox"/> 爱尔兰人	<input type="checkbox"/> 美国人
<input type="checkbox"/> 德国人	<input type="checkbox"/> 波兰人	<input type="checkbox"/> 法国人
<input type="checkbox"/> 意大利人		
请工整填写，如：苏格兰人、挪威人、荷兰人等。		
<input type="text"/>		
<input type="checkbox"/> 西班牙语、拉美裔或西班牙后裔 — 请提供细节。	<input type="checkbox"/> 波多黎各人	<input type="checkbox"/> 古巴人
<input type="checkbox"/> 墨西哥裔		
<input type="checkbox"/> 墨西哥裔美国人	<input type="checkbox"/> 多明尼加人	<input type="checkbox"/> 哥伦比亚人
<input type="checkbox"/> 萨尔瓦多人		
请工整填写，如：瓜地马拉人、西班牙人、厄瓜多尔人等。		
<input type="text"/>		
<input type="checkbox"/> 黑人或非洲裔美国人 — 请提供细节。	<input type="checkbox"/> 牙买加人	<input type="checkbox"/> 海地人
<input type="checkbox"/> 非洲裔美国人	<input type="checkbox"/> 埃塞俄比亚人	<input type="checkbox"/> 索马里人
<input type="checkbox"/> 尼日利亚人		
请工整填写，如：加纳人、南非人、巴巴多斯人等。		
<input type="text"/>		
<input type="checkbox"/> 亚裔 — 请提供细节。	<input type="checkbox"/> 菲律宾人	<input type="checkbox"/> 印度人
<input type="checkbox"/> 华人	<input type="checkbox"/> 韩国人	<input type="checkbox"/> 日本人
<input type="checkbox"/> 越南人		
请工整填写，如：巴基斯坦人、柬埔寨人、苗族人等。		
<input type="text"/>		
<input type="checkbox"/> 美洲印第安人或阿拉斯加原住民 — 请工整填写，如：纳瓦霍人、		
黑足族人、玛雅人、阿兹特克人、巴罗因纽特人、诺姆爱斯基摩人等。		
<input type="text"/>		
<input type="checkbox"/> 中东或者北非裔 — 请提供细节。	<input type="checkbox"/> 伊朗人	<input type="checkbox"/> 埃及人
<input type="checkbox"/> 黎巴嫩人	<input type="checkbox"/> 摩洛哥人	<input type="checkbox"/> 以色列人
<input type="checkbox"/> 叙利亚人		
请工整填写，如：阿尔及利亚、伊拉克人、库尔德人等。		
<input type="text"/>		
<input type="checkbox"/> 夏威夷原住民或其他太平洋岛民 — 请提供细节。	<input type="checkbox"/> 萨摩亚人	<input type="checkbox"/> 查莫罗人
<input type="checkbox"/> 汤加人	<input type="checkbox"/> 斐济人	<input type="checkbox"/> 马绍尔人
请工整填写，如：帕劳人、塔希提人、楚克人等。		
<input type="text"/>		
<input type="checkbox"/> 其他种族或族裔 — 请工整填写。		
<input type="text"/>		

Focus Group #: \_\_\_\_\_ Your ID: \_\_\_\_\_

C2\_1. What did you answer in this question? Please tell me what you wrote. <GO AROUND THE ROOM AND RECORD ALL RS' ANSWERS ON A FLIPCHART>

您是如何回答这个问题的？请告诉我您写了些什么？

C2\_2. Would you tell me how you came up with your answer?

您为什么要这样回答？

C2\_3. Does any of you want to change your answer after hearing others' opinions?

听完别人的回答后，您想改您的答案吗？



SECTION D. Language Information Sheet

THANK YOU FOR PARTICIPATING IN TODAY'S FOCUS GROUP. PLEASE COMPLETE THE FOLLOWING INFORMATION SHEET. 感谢各位参加今天的专题小组讨论。请完成以下信息表。

感谢您参加今天的专题小组讨论。请完成以下信息表。

以下几个问题和英文语言能力有关。请在每一行中勾选最符合您的选项。

DB1. 您的英语口语能力如何？ 是非常好，好，不好，还是完全不会？	非常好	好	不好	完全不会
DB2. 您的英文阅读能力如何？ 是非常好，好，不好，还是完全不会？	非常好	好	不好	完全不会
DB3. 您写英文的能力如何？ 是非常好，好，不好，还是完全不会？	非常好	好	不好	完全不会
DB4. 您能看懂英文电影或录像吗？能看懂多少？ 是完全懂、基本懂、不太懂、还是一点儿不懂？	完全懂	基本懂	不太懂	一点儿不懂

以下几个问题和中文语言能力有关。请在每一行中勾选最符合您的选项。

DB5. 您的中文口语能力如何？ 是非常好，好，不好，还是完全不会？	非常好	好	不好	完全不会
DB6. 您的中文阅读能力如何？ 是非常好，好，不好，还是完全不会？	非常好	好	不好	完全不会
DB7. 您写中文的能力如何？ 是非常好，好，不好，还是完全不会？	非常好	好	不好	完全不会
DB8. 您能看懂中文电影或录像吗？能看懂多少？ 是完全懂、基本懂、不太懂、还是一点儿不懂？	完全懂	基本懂	不太懂	一点儿不懂

以下几个问题是关于您使用英文的情况。

请在每一行选出最符合您的选项：总是、经常、有时、从不。

DA1. 您多常用英文来思考？ 总是用，经常用，有时用，还是从来不用英文来思考？	总是	经常	有时	从不
DA2. 您多常在家说英文？ 总是说，经常说，有时说，还是从不说英文？	总是	经常	有时	从不
DA3. 您多常和您的朋友说英文？ 总是说，经常说，有时说，还是从来不和朋友说英文？	总是	经常	有时	从不

Focus Group #: \_\_\_\_\_ Your ID: \_\_\_\_\_

On behalf of the Census Bureau, I want to thank everyone for your participation. Your feedback will be very helpful for the 2020 Census. Thank you again.

我代表美国人口普查局，感谢每一个参与今天专题小组讨论的人。你们的意见对 2020 年的人口普查有很大的帮助。再次感谢。

**Appendix C5: Moderator's Guide (includes vignette & final  
questionnaire wording)—Korean**

Focus Group Moderator's Guide

KOREAN

**Language:** 1. Spanish 2. Chinese 3. Korean 4. Vietnamese 5. Arabic 6. Russian 7. English

**Date:** \_\_\_\_/ \_\_\_\_/\_\_\_\_ (mm/dd/yyyy) **Start time:** \_\_\_\_\_AM / PM

**Proficiency:** Monolingual Bilingual

**Assigned Vignette:** Vignette 1 Vignette 2

**[Korean & Arabic FGs only] Additional group characteristics (gender/age):** \_\_\_\_\_

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**SECTION A. INTRODUCTION**

안녕하세요. 다들 바쁘실텐데, 시간을 내어 참석해 주셔서 감사합니다. 미국 정부는 10 년에 한번씩 미국에 사는 모든 사람의 수를 세는 센서스를 실시하는데요.. 이 포커스 그룹은 2020 년 센서스 용 준비 자료를 살펴보고 이를 개선하기 위해 진행하는 거예요. 저는 박현주 라고 하고, 오늘 이 토론의 사회를 맡았어요. 저는 비영리 연구소인 RTI International 에서 일하구요. 인구 조사국에서 저희에게 이 일을 맡겨서 이 포커스 그룹을 진행하게 되었어요.

*IF APPLICABLE:*

- [POINT TO THE NOTE-TAKER] 지금 전화로 이 대화를 듣고 있는 분이 또 한명 있는데요. 이름은 xxx 씨구요. 오늘 이 대화를 요약하는 일은 도와줄 거예요.
- 저희가 있는 곳은 한쪽 면만 보이는 특수한 방이에요. 저희를 방해하지 않고, 이 거울 뒤 다른 방에서 저희를 지켜보는 사람이 있을 수도 있구요.

연구 동의서 다 읽어보신 걸로 하는데요. 이 동의서는우리가 뭘 할 지를 설명하고, 또한 이 대화 내용의 비디오 녹화를 요청합니다. 또, 오늘 이 대화 내용은 철저히 보호되고, 한국어 자료의 개선 목적으로만 사용된다고 설명하고 있구요. 했구요.혹시 질문 있으시면 서명하시기 전에 질문 해주세요.

**COLLECT SIGNED FORMS.**

지금부터는 제가 몇가지 룰을 말씀드릴게요.

- **우선 제가 질문을 많이 드릴거예요.** 정답이나 오답 같은게 없으니, 솔직한 생각을 말씀해 주시면 되요. 모든 사람이 같은 의견을 가질 순 없잖아요. 그러니까, 다른 의견이 있으면 꼭 말씀해 주세요. 그 의견은 여기 참석하지 않는 비슷한 생각을 가진 다른 여러분을 대표하는 것일 수도 있으니깐요.
- **한 번에 한 분씩만 말씀해 주시고, 모든 분들이 다 한번씩 말씀해 주시면 좋겠어요.** 다른 분이 말씀하는 중에 옆에 앉으신 분과 주제 외의 말씀은 삼가해 주시구요. 크게 말씀하셔서 다른 분들이 잘 들으실 수 있도록 해 주시고요. 모든 일에 적극적으로 말씀하시고 참여하시는 분들도 계실텐데요, 그런 분들은 다른 분들께 이야기를 할 기회를 좀 주시길 부탁드립니다.

- **약속시간안에 마치기 위해서 대화를 도중에 제가 끊을 수도 있어요.** 그런 경우 속상해 하지 마시구요.
- **참석자들이 말씀하신 것은 밖으로 전하지 않으시길 부탁드립니다.** 동의서에 쓰인 대로 저희는 이 대화 내용을 보호할 것이고, 여러분의 이름은 보고서에 나오지 않습니다. 여러분도 함께 개인의 프라이버시를 지켜주시길 부탁드립니다.
- 전화기는 진동 모드로 해주시거나 꺼 주세요.

### ICEBREAKER

자 그러면 돌아가면서 간단한 자기 소개를 한 번 해 보죠. 이름이랑 미국에서 사신 지는 얼마나 되셨는지, 미국에서 사는 게 좋은 점 하나만 말씀해 주세요.

제가 먼저 할게요. 제 이름은...

<GO ONE BY ONE AROUND THE ROOM.>

<ENCOURAGE EACH PERSON TO SPEAK AND PROBE FOR AGREEMENT AND DIFFERENCE IN OPINION>

### SECTION B. VIDEOS OF INTERVIEWER MESSAGES

자 이제 시작할게요. 먼저 센서스가 어떻게 실시되는지에 대해 간단한 설명을 드리자면요.

- 센서스를 할 시기가 되면, 인터넷이나 우편으로 센서스 설문지를 작성하라는 안내 자료가 우편으로 발송이 되요.
- 만약 어떤 정해진 시점까지 응답을 하지 않으면, 인구 조사국에서는 그 주소지에 면접원을 보내서 누가 그곳에 사는지를 묻는 센서스 조사를 하게 되구요.
- 인구 조사국에서는 그 주소지에 어떤 사람이 사는지 미리 알지는 못해요. 하지만, 만약 어떤 지역에 한국인이 많이 산다 하는 정보가 있으면, 한국어를 하는 면접원을 보내기도 하구요.

오늘 총 4 개의 짧은 비디오를 보여드릴텐데요. 이건 인구 조사국이 센서스 면접원들이 실제 현장 상황에 대비하기 위해 교육용으로 준비하는 거예요. 각각의 비디오를 보신 후에, 여러분들의 의견을 알려주세요. 교육용으로 준비된 거라는 걸 염두에 두시고요. 센서스는 면접원이 한 말이나 행동이 한국 문화에 맞는지, 또 한국인들의 참여에 도움이 될 지에 대한 반응을 궁금해 하거든요. 그래서, 저희도 오늘 비디오에 나온 면접원의 행동과 말에 대해 주로 이야기할 거예요.<SHOW THE VIDEOS AND THEN ENCOURAGE A DISCUSSION USING ASSOCIATED PROBES. WHEN ALL VIDEO PART IS DONE ASK OVERALL PROBES>

## &lt;LANGUAGE BARRIER VIDEO&gt;

이 비디오는 응답자는 영어를 못하고, 센서스 면접원은 한국어를 하지 못해서 영어로 조사를 하는 것이 불가능한 상황을 보여주는데요. 면접원과 응답자의 행동을 유심히 봐 주세요. 다 보신 후에 제가 여러분의 의견을 물을게요.

<SHOW LANGUAGE BARRIER VIDEO>

BL\_1. Probe deleted intentionally

BL\_2. 이 비디오에서 면접원이 한 행동 중 특별히 **마음에 들었던 점**이 있으신가요? 여러분과 같은 한국어 사용자들은 이 비디오에서 어떤 점을 **좋아할 것** 같으세요?

PROBE AND PROVIDE DETAILS IF NEEDED:

- 면접원이 사용한 단어나, 톤이나, 태도는 어떠세요?
- 차림새나 제스처나 눈맞춤은요?

BL\_3. 이 비디오에서 본 면접원이 한 행동 중 특별히 **마음에 들지 않았던 점**이 있으신가요? 여러분과 같은 한국어 사용자들은 이 비디오에서 어떤 점을 **싫어할 것** 같으세요?

PROBE AND PROVIDE DETAILS IF NEEDED:

- 면접원이 사용한 단어나, 톤이나, 태도는 어떠세요?
- 차림새나 제스처나 눈맞춤은요?

BL\_4. 자 이번에는 면접원에 응답자에게 보여준 걸 제가 나눠드릴게요. <HAND OUT LANGUAGE FLASH CARDS>. 이 종이를 사용해서 면접원은 응답자가 사용하는 언어를 알아내고 의사소통을 하게 되는데요.

- 이 종이에 대해 어떻게 생각하세요?
- 응답자는 한국어를 잘 찾아낼까요?
- 이런 상황에서 이 종이가 유용할 것 같으세요? 왜 그런가요? 왜 그렇지 않은가요[if necessary: 예를 들어서 여러분과 면접원이 같은 언어를 쓰지 않아서 서로 의사 소통을 하지 못하는 상황이요].

감사합니다. 제가 잠시 전 보셨던 비디오를 한 번 더 보여드릴텐데요. 이번에는 면접원이 응답자와 대화를 주고 받는 행동에 관심을 갖고 봐 주세요.

## &lt;UNAWARE VIDEO&gt;

감사합니다. 이제 다음 비디오로 넘어갈게요. 이 비디오에서는 면접원과 응답자가 같은 언어를 사용합니다. 시청을 마치신 후 여러분의 의견을 여쭙거예요.

<SHOW UNAWARE VIDEO>

BU\_1. Probe deleted intentionally

BU\_2. 이 비디오에서 면접원이 한 행동 중 특별히 **마음에 들었던 점**이 있으신가요? 여러분과 같은 한국어 사용자들은 이 비디오에서 어떤 점을 **좋아할 것** 같으세요?

PROBE AND PROVIDE DETAILS IF NEEDED:

- 면접원이 사용한 단어나, 톤이나, 태도는 어떠세요?
- 차림새나 제스처나 눈맞춤은요?

BU\_3. 이 비디오에서 본 면접원이 한 행동 중 특별히 **마음에 들지 않았던 점**이 있으신가요? 여러분과 같은 한국어 사용자들은 이 비디오에서 어떤 점을 **싫어할 것** 같으세요?

PROBE AND PROVIDE DETAILS IF NEEDED:

- 면접원이 사용한 단어나, 톤이나, 태도는 어떠세요?
- 차림새나 제스처나 눈맞춤은요?

감사합니다. 제가 잠시 전 보셨던 비디오를 한 번 더 보여드릴텐데요. 이번에는 면접원이 응답자와 대화를 주고 받는 행동에 관심을 갖고 봐 주세요.

<SHOW UNAWARE VIDEO AGAIN>

BU\_4. 면접원이 응답자에게 했던 말을 회상해 보세요.

- 한국어 사용자들이 이해하기 어렵거나 혼란스러운 부분이 있었나요?
- 한국 문화에 맞지 않거나 한국어로 자연스럽게 않은 부분이 있었나요?

BU\_5. Probe deleted intentionally

[IF TIME] IF R COMMENTS ON THE ORDER OF THE VIDEO MESSAGE] 메시지의 어떤 면이 이상하거나 순서가 적절치 않아 보이나요? 센서스 참여를 돕기 위해 어떻게 바꾸면 좋을까요?

BU\_6. 만약 여러분이 이 비디오에 있는 한국인 응답자였다면, 면접원과 대화를 마친후 센서스에 참여하셨을 것 같으세요? 왜 그런가요, 혹은 왜 아닌가요?

<FEAR/MISTRUST OF GOVERNMENT VIDEO>

감사합니다. 또 다른 비디오를 보여드릴텐데요. 역시 시청을 마치신 후 여러분의 의견을 여쭙 거예요.

<SHOW FEAR/MISTRUST OF GOVERNMENT VIDEO>

BF\_1. Probe deleted intentionally

BF\_2. 이 비디오에서 면접원이 한 행동 중 특별히 **마음에 들었던 점**이 있으신가요? 여러분과 같은 한국어 사용자들은 이 비디오에서 어떤 점을 **좋아할 것** 같으세요?

PROBE AND PROVIDE DETAILS IF NEEDED:

- 면접원이 사용한 단어나, 톤이나, 태도는 어떠세요?
- 차림새나 제스처나 눈맞춤은요?

BF\_3. 이 비디오에서 본 면접원이 한 행동 중 특별히 **마음에 들지 않았던 점**이 있으신가요? 여러분과 같은 한국어 사용자들은 이 비디오에서 어떤 점을 **싫어할 것** 같으세요?

PROBE AND PROVIDE DETAILS IF NEEDED:

- 면접원이 사용한 단어나, 톤이나, 태도는 어떠세요?
- 차림새나 제스처나 눈맞춤은요?

감사합니다. 제가 잠시 전 보셨던 비디오를 한 번 더 보여드릴텐데요. 이번에는 면접원이 응답자와 대화를 주고 받는 행동에 관심을 갖고 봐 주세요.

<SHOW FEAR/MISTRUST OF GOVERNMENT VIDEO AGAIN>

BF\_4. 면접원이 응답자에게 했던 말을 회상해 보세요.

- 한국어 사용자들이 이해하기 어렵거나 혼란스러운 부분이 있었나요?
- 한국 문화에 맞지 않거나 한국어로 자연스럽지 않은 부분이 있었나요?

BF\_5. Probe deleted intentionally

[IF TIME] [IF R COMMENTS ON THE ORDER OF THE VIDEO MESSAGE] 메시지의 어떤 면이 이상하거나 순서가 적절치 않아 보이나요? 센서스 참여를 돕기 위해 어떻게 바꾸면 좋을까요?

BF\_6. 만약 여러분이 이 비디오에 있는 한국인 응답자였다면, 면접원과 대화를 마친후 센서스에 참여하셨을 것 같으세요? 왜 그런가요, 혹은 왜 아닌가요?

**<LOW ENGAGEMENT VIDEO>**

감사합니다. 다음 비디오를 보여 드릴텐데요. 다 보신 후에 또 제가 몇가지 질문을 드릴게요.

**<SHOW LOW ENGAGEMENT VIDEO>**

BE\_1. Probe deleted intentionally

BE\_2. 이 비디오에서 면접원이 한 행동 중 특별히 **마음에 들었던 점**이 있으신가요? 여러분과 같은 한국어 사용자들은 이 비디오에서 어떤 점을 **좋아할 것** 같으세요?

PROBE AND PROVIDE DETAILS IF NEEDED:

- 면접원이 사용한 단어나, 톤이나, 태도는 어떠세요?
- 차림새나 제스처나 눈맞춤은요?

BE\_3. 이 비디오에서 본 면접원이 한 행동 중 특별히 **마음에 들지 않았던 점**이 있으신가요? 여러분과 같은 한국어 사용자들은 이 비디오에서 어떤 점을 **싫어할 것** 같으세요?

PROBE AND PROVIDE DETAILS IF NEEDED:

- 면접원이 사용한 단어나, 톤이나, 태도는 어떠세요?
- 차림새나 제스처나 눈맞춤은요?

BE\_4. 면접원이 응답자에게 했던 말을 회상해 보세요.

- 한국어 사용자들이 이해하기 어렵거나 혼란스러운 부분이 있었나요?
- 한국 문화에 맞지 않거나 한국어로 자연스럽지 않은 부분이 있었나요?

BE\_5. Probe deleted intentionally



BE\_6. 만약 여러분이 이 비디오에 있는 한국인 응답자였다면, 면접원과 대화를 마친후 센서스에 참여하셨을 것 같으세요? 왜 그런가요, 혹은 왜 아닌가요?

**<Overall Reactions to the Videos>**

BO\_1. 지금까지 보셨던 총 4 개의 비디오를 모두 떠올리시면서 생각을 해주세요. 면접원이 했던 말 중 어떤 말이 **가장 한국인의 참여를 높일 것** 같으세요?

BO\_2. 일반적으로, 어떤 말을 하는 것이 한국인의 센서스 **참여를 높이는데 가장 큰** 도움이 될까요?

BO\_3. [USUING FLIPCHART TO RECORD]

Monolingual Group	Bilingual Group
선생님과 같은 한국말만 사용하는 한국인들이 센서스에 참여하지 않는 이유로는 어떤 것들이 있을까요?	선생님과 같이 영어와 한국어 모두 가능한 한국인들이 센서스에 참여하지 않는 이유로는 어떤 것들이 있을까요?

이런 이유들 중에서 한국분들의 참여를 막는 주 이유는 무엇일까요? 선생님 본인의 경우 가장 큰 이유는 무엇인가요?

BO\_4. Probe deleted intentionally

BO\_5. Probe deleted intentionally

[IF TIME] [IF THE ORDER OF THE VIDEO MESSAGES HAVE NOT BEEN DISCUSSED]

BO\_6. 지금껏 보신 비디오에 나온 메시지들의 순서 그러니까 대화의 순서나 연결이 좀 자연스럽게 않다던가, 이상하다 싶은 곳이 있었나요? [IF NOT] 왜 그렇게 생각하셨어요? 어떻게 하면 참여를 더 도울 수 있을까요?

BO\_7. [IF R ASKS ABOUT THE SECURITY WARNING CARD, MODERATOR TO HOLD UP REGULAR SIZED CARD] 만약에 여러분이 이 비디오에 나온 응답자였다면요. 면접원에게서 이 카드를 받는다면 읽어보실 것 같으세요?

## SECTION C. VIGNETTE

### Vignette #1 – Proxy reporting of English-speaking ability

감사합니다. 지금부터는 다른 걸 해 볼텐데요. 몇 가지 질문이 씌여진 종이를 제가 나눠드릴거예요. 제가 나눠드리는 동안 개인적으로 아는 사람들 중에서 모국어는 한국어지만, 영어를 할 수 있는 사람을 하나 떠올려봐 주세요.

<HAND OUT THE LANGUAGE SHEET AND HAVE RS WRITE DOWN THEIR ID AT THE BOTTOM>

종이를 다 받으셨으면 아랫 부분에 각자의 ID 를 적으신 후 아까 제가 떠올리라고 부탁드렸던 사람, 즉 모국어는 한국어이지만, 영어를 할 수 있는 사람을 생각하면서 제가 드린 설문에 답을 해 주세요.

<ONCE RESPONDENTS HAVE THE LANGUAGE SHEET, READ THE QUESTIONS ONE AT A TIME>

SECTION C. Vignette #1

개인적으로 아는 사람들 중에서 모국어는 한국어지만, 영어를 할 수 있는 사람을 하나 떠올려봐 주세요.

이 사람은 영어로 말을 어느 정도로 잘 합니까?

☐ 매우 잘함

☐ 잘하는 편임

☐ 잘 못하는 편임

☐ 전혀 못함

위의 질문에서 왜 그렇게 대답하였는지 간략하게 써 주십시오.

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자 이제 모두들 작성을 다 하셨으면 제게 펜을 다시 주세요. 여기엔 정답이나 오답이 없다는 점 잊지 마시구요. 저희는 그냥 여러분이 어떻게 생각하시는 지가 궁금한 거니깐요.

C1\_1. 종이에 뭐라고 쓰셨나요? 어떻게 이런 응답을 하게 되셨나요? C1\_2.

이러한 답 말고 다르게 적으신 분이 있나요? 왜 그렇게 적으셨어요?

C1\_3a. 인구 조사국에서는 다른 사람이 영어를 얼마나 잘하는지에 대한 질문을 때로 하는데요.. 여러분이 이 질문에 답했을 때, 어떤 생각을 하셨나요?

C1\_3b. [IF NEEDED] 말하기만 생각하신 건가요, 아니면 듣기, 쓰기, 읽기 같은 것도 생각하셨나요?

C1\_3c. Probe deleted intentionally

C1\_4a. 저희는 역시 설문 응답자들이 영어를 아주 잘하는 사람과 잘하는 사람을 어떻게 구분하는지에 대해서도 알고 싶어요. 영어를 “아주 잘한다”고 말하려면, 어떤 걸 할 수 있어야 할까요?

C1\_4b. 영어를 “아주” 잘 하는 사람과 잘하는 사람 간의 차이는 무엇일까요? [IF NEEDED: 영어를 “아주” 잘하는 사람은 할 수 있지만, 잘 할 수 있는 사람은 못하는 게 어떤 게 있을까요?]

**[Bilinguals only]**

C1\_5. 여러분처럼 영어와 한국어 모두 가능한 분들 경우예요. 한국어로 센서스 참여가 가능하다는 게요. 참여를 결정하실 때 꼭 참여해야지 하는 생각을 들게 하나요?

**Vignette #2 -US born children and race**

제가 종이를 한장씩 나눠드릴텐데요. 제일 아랫부분에 각자의 아이디를 써 주세요.

<HAND OUT THE RACE SHEET AND HAVE RS WRITE DOWN THEIR ID AT THE BOTTOM>

모두들 한 장씩 가지셨나요? 제가 여기 쓰인 내용을 읽어드릴게요.

< READ OUT THE VIGNETTE DESCRIPTION ALOUD.>

김영희 씨와 이철수씨는 한국에서 태어난 미국에 살고 있는 한국인입니다. 이 부부에게는 아들이 하나 있는데, 이 아이는 미국에서 태어났어요. 이 아들에 대한 아래의 질문에 어떻게 답해야 할까요?

이 아들에 대한 설문을 작성해 주세요. 이 사람의 인종이나 민족은 다음 중 무엇입니까? 이 사람에 해당하는 항목을 모두 고르시고, 빈 칸에 자세한 사항을 적어 주십시오. 두 가지 이상에 응답하실 수도 있습니다.

Section C. Vignette #2

김영희 씨와 이철수씨는 한국에서 태어난 미국에 살고 있는 한국인입니다. 이 부부에게는 미국에서 태어난 아들이 하나 있습니다. 이 아들에 대한 다음 질문에 어떻게 답해야 할까요?

뒷장으로 넘기세요

Q. 이 사람의 인종이나 민족은 다음 중 무엇입니까? 이 사람에 해당하는 항목을 모두 고르시고 빈 칸에 자세한 사항을 적어 주십시오. 두 가지 이상에 응답하실 수도 있습니다.

☐ 백인- 세부 사항을 적어주십시오.

<input type="checkbox"/> 독일계	<input type="checkbox"/> 아일랜드계	<input type="checkbox"/> 영국계
<input type="checkbox"/> 이탈리아계	<input type="checkbox"/> 폴란드계	<input type="checkbox"/> 프랑스계

스코틀랜드계, 노르웨이계, 네덜란드계 등을 적어주십시오.

☐ 히스패닉, 중남미 또는 스페인 계통-세부 사항을 적어주십시오.

<input type="checkbox"/> 멕시코 또는 멕시코계 미국인	<input type="checkbox"/> 푸에르토리코계	<input type="checkbox"/> 쿠바계
<input type="checkbox"/> 살바도르계	<input type="checkbox"/> 도미니카계	<input type="checkbox"/> 콜롬비아계

파테말라계, 스페인계, 에콰도르계 등을 적어주십시오.

☐ 흑인 또는 아프리카계 미국인-세부 사항을 적어주십시오.

<input type="checkbox"/> 아프리카계 미국인	<input type="checkbox"/> 자메이카계	<input type="checkbox"/> 아이티계
<input type="checkbox"/> 나이지리아계	<input type="checkbox"/> 이디오피아계	<input type="checkbox"/> 소말리아계

가나계, 남아프리카 공화국계, 바베이도스계 등을 적어주십시오.

☐ 아시아인-세부 사항을 적어주십시오.

<input type="checkbox"/> 중국계	<input type="checkbox"/> 필리핀계	<input type="checkbox"/> 인도계
<input type="checkbox"/> 베트남계	<input type="checkbox"/> 한국계	<input type="checkbox"/> 일본계

파키스탄계, 캄보디아계, 몽 계 등을 적어주십시오.

☐ 아메리칸 인디언 또는 알래스카 원주민-나바호 부족, 풀벡족 부족, 마야족, 아즈텍족, 바로우 이누피이트 전통 정부 원주민, 토링기트족 등을 적어주십시오.

☐ 중동 및 북아프리카인-세부 사항을 적어주십시오.

<input type="checkbox"/> 레바논계	<input type="checkbox"/> 이란계	<input type="checkbox"/> 이집트계
<input type="checkbox"/> 시리아계	<input type="checkbox"/> 모로코계	<input type="checkbox"/> 이스라엘계

알제리계, 이라크계, 크루드계 등을 적어주십시오.

☐ 하와이 원주민 또는 기타 태평양 섬 원주민-세부 사항을 적어주십시오.

<input type="checkbox"/> 하와이 원주민	<input type="checkbox"/> 사모아족	<input type="checkbox"/> 차모로족
<input type="checkbox"/> 통가족	<input type="checkbox"/> 피지족	<input type="checkbox"/> 마셜 군도 원주민

팔라우족, 타히티족, 투크족 등을 적어주십시오.

☐ 그 밖의 다른 인종 또는 출신 민족-세부 사항을 적어주십시오.

Focus Group ID: \_\_\_\_\_ Your ID: \_\_\_\_\_

C2\_1. 이 질문에 뭐라고 답하셨나요? 여러분이 쓰신 답을 좀 알려주세요. <GO AROUND THE ROOM AND RECORD ALL RS' ANSWERS ON A FLIPCHART>

C2\_2. 어떻게 그런 답을 하게 되셨나요?

C2\_3. 혹시 다른 분들 의견을 들으신 후, 자신의 응답을 바꾸고 싶으신 분이 있으신가요?

## SECTION D. LANGUAGE INFORMATION SHEET

다음의 질문들은 영어에 대한 질문들입니다. 주어진 질문에 대해 귀하에게 가장 알맞은 답을

“매우 잘함” “잘함” “잘 못함” “전혀 못함” 중에서 골라 답해 주십시오.

DB1. 영어로 말을 얼마나 잘 하시는 편인가요?	매우 잘함	잘함	잘 못함	전혀 못함
DB2. 영어로 된 글을 얼마나 잘 읽으시는 편인가요?	매우 잘함	잘함	잘 못함	전혀 못함
DB3. 영어로 글을 얼마나 잘 쓰시는 편인가요?	매우 잘함	잘함	잘 못함	전혀 못함
DB4. 영어로 된 영화나 비디오를 얼마나 잘 이해하시는 편인가요?	매우 잘함	잘함	잘 못함	전혀 못함

다음 질문들은 한국어에 대한 질문들입니다.

DB5. 한국어로 말을 얼마나 잘 하시는 편인가요?	매우 잘함	잘함	잘 못함	전혀 못함
DB6. 한국어로 된 글을 얼마나 잘 읽으시는 편인가요?	매우 잘함	잘함	잘 못함	전혀 못함
DB7. 한국어로 글을 얼마나 잘 쓰시는 편인가요?	매우 잘함	잘함	잘 못함	전혀 못함
DB8. 한국어로 된 영화나 비디오를 얼마나 잘 이해하시는 편인가요?	매우 잘함	잘함	잘 못함	전혀 못함

이번에는 귀하가 주어진 상황에서 얼마나 자주 영어를 사용하시는지에 관한 질문입니다. 주어진 각각의 질문에 대해 귀하와 가장 알맞은 답을 “거의 언제나” “자주” “가끔” “거의 그런 적 없음” 중에서 골라 답해 주십시오.

DA1. 얼마나 자주 영어로 바로 생각하시는 편인가요?	거의 언제나	자주	가끔	거의 그런 적 없음
DA2. 택(집)에서는 얼마나 자주 영어로 말하시는 편인가요?	거의 언제나	자주	가끔	거의 그런 적 없음
DA3. 친구들과 얼마나 자주 영어로 대화하는 편인가요?	거의 언제나	자주	가끔	거의 그런 적 없음

인구 조사국을 대신해서 여러분의 참여에 감사드립니다. 여러분의 의견은 2020 년 센서스에 많은 도움이 될 것입니다.

작성한 종이들에 자신의 아이디를 모두 적었는지 확인하시고, 나가시면서 제출해 주세요. 감사합니다.

**Appendix C6: Moderator's Guide (includes vignette & final  
questionnaire wording)—Vietnamese**

## Focus Group Moderator's Guide

### VIETNAMESE

**Language:** 1. Spanish 2. Chinese 3. Korean 4. Vietnamese 5. Arabic 6. Russian 7. English

**Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_ (mm/dd/yyyy) **Start time:** \_\_\_\_\_ AM / PM

**Proficiency:** Monolingual Bilingual

Assigned Vignette: Vignette 1 Vignette 2

Focus Group ID: V\_\_\_\_\_

**[Korean & Arabic FGs only] Additional Characteristics (gender/age):** \_\_\_\_\_ NA

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### SECTION A. INTRODUCTION

Xin chào! Chúng tôi xin chân thành cảm ơn quý vị đã tới tham dự buổi hội thảo hôm nay. Chúng tôi biết mọi người ai cũng bận rộn với công ăn việc làm nên chúng tôi rất cảm ơn quý vị đã bỏ thời giờ của mình để giúp chúng tôi duyệt các tài liệu và các mẫu thông tin mà Cục Thống Kê Dân Số đã phác họa, và họ muốn cải tiến và sử dụng những tài liệu này trong bản Thử Nghiệm Thống Kê Dân Số năm 2020. Cứ mỗi 10 năm một lần, Hoa Kỳ lại thực hiện một cuộc Thống Kê Dân Số, hoặc đếm tất cả mọi người đang sống và cư ngụ tại đất nước này.

Tôi tên là [MODERATOR NAME] và tôi sẽ là người điều hợp buổi thảo luận ngày hôm nay. Tôi làm việc cho RTI International, là một tổ chức nghiên cứu phi lợi nhuận. Chúng tôi đã được Cục Thống Kê Dân Số hợp đồng để thực hiện cuộc nghiên cứu này.

#### *IF APPLICABLE:*

- [POINT TO THE NOTE-TAKER] Và đây là TÊN. (Anh/chị sẽ trợ giúp tôi trong buổi hội thảo này).
- Đồng nghiệp người Việt cùng làm việc với tôi trong dự án này cũng tham gia qua camera để ghi chép lại nội dung của buổi hội thảo này.

Tôi biết là mọi người đã nhận và đọc bản thỏa thuận. Bản thỏa thuận này giải thích cho quý vị biết những gì chúng ta sẽ làm và xin quý vị cho phép chúng tôi được thu âm và thu hình lại buổi hội thảo này. Trong bản thỏa thuận này cũng giải thích cho quý vị biết là tất cả những gì quý vị chia sẻ hôm nay và tại đây sẽ được bảo mật, có nghĩa là chúng tôi sẽ tổng hợp ý kiến của tất cả mọi người và không nhận dạng riêng một ai, và các kết quả này chỉ dùng trong mục đích khảo sát nhằm hoàn thiện các tài

liệu Tiếng Việt của Thống Kê Dân Số. Có ai còn có câu hỏi hoặc thắc mắc gì trước khi ký không?

[COLLECT SIGNED FORMS]

Xin cho tôi được nêu lên một vài điều lệ chủ yếu cho buổi hội thảo.

- **Điều đầu tiên là tôi sẽ đặt ra rất nhiều câu hỏi.** Câu trả lời của quý vị sẽ không có tính chất đúng hay sai. Chúng ta không nhất thiết phải có sự nhất trí của mọi người. Thật ra, chúng tôi rất muốn được nghe và biết nếu quý vị có một quan điểm khác với mọi người. Điều này rất quan trọng vì quý vị có thể là người duy nhất đại diện cho một cái nhìn khác trong buổi hội thảo hôm nay.
- **Khi có người phát biểu ý kiến xin mọi người chúng ta cùng lắng nghe, và hãy cho mỗi người có cơ hội nói lên ý kiến của mình.** Xin đừng nói chuyện hoặc bàn luận với người bên cạnh, và xin đừng phát biểu khi có người khác đang nói. Xin hãy nói lên suy nghĩ và ý kiến của quý vị. Nếu quý vị là người hay phát biểu, xin hãy dành cho người khác cũng được có cơ hội nói lên ý kiến của họ.
- Vì chúng ta không có nhiều thời gian và để buổi thảo luận được trôi chảy, tôi có thể sẽ phải ngắt lời của ai đó. Mong rằng quý vị sẽ không phật lòng.
- **Xin giữ kín những lời phát biểu của mọi người tại đây.** Trong khi hội thảo chúng ta sẽ dùng tên của mỗi người. Chúng tôi sẽ bảo mật tất cả những lời chia sẻ của quý vị và chúng tôi cũng yêu cầu mọi người bảo mật những gì được chia sẻ tại phòng hội thảo này. Chúng tôi sẽ không nêu tên của bất cứ ai trong bản tường trình.
- Xin mọi người tắt điện thoại giùm cho trước khi chúng ta bắt đầu.

## ICEBREAKER

Chúng ta mỗi người sẽ lần lượt giới thiệu sơ sơ về mình. Xin cho biết:

- Tên
- Quý vị đã sống ở Mỹ bao nhiêu năm rồi
- [ALL LANGUAGES EXCEPT SPANISH] Quý vị thích gì nhất về cuộc sống ở Mỹ này?

Tôi xin được giới thiệu trước. Tôi tên là.....

<GO ONE BY ONE AROUND THE ROOM.>

<ENCOURAGE EACH PERSON TO SPEAK AND PROBE FOR AGREEMENT AND DIFFERENCE IN OPINION>



**SECTION B. VIDEOS OF INTERVIEWER MESSAGES**

Bây giờ chúng ta sẽ bắt đầu nha! Tôi xin nói cho quý vị biết một chút về cách thức Hoa Kỳ tiến hành cuộc Thống Kê Dân Số.

- Khi tới thời điểm tiến hành Thống Kê Dân Số, người dân sẽ nhận được một lá thư yêu cầu họ điền và hoàn tất bản thống kê dân số trên mạng hoặc qua thư.
- Khi đã tới ngày quy định mà một địa chỉ nhà nào đó không hồi đáp thì một phỏng vấn viên của Cục Thống Kê Dân Số sẽ trực tiếp tới địa chỉ nhà đó để hỏi những người đang sống tại đó trả lời những câu hỏi trong bản thống kê.
- Cục Thống Kê Dân Số không thể biết trước được người sống tại địa chỉ đó nói được ngôn ngữ gì. Dẫu vậy, nếu đây là một địa chỉ ở trong vùng mà xác suất người Việt Nam sống cao thì phần lớn là họ sẽ gửi tới một phỏng vấn viên nói Tiếng Việt.

Tôi sẽ cho quý vị xem 4 đoạn video ngắn. Những đoạn video này đã được Cục Thống Kê Dân Số phác họa và cho thấy những bối cảnh điển hình mà một phỏng vấn viên có thể sẽ gặp nhằm để huấn luyện họ. [IF NEEDED: Chúng ta chỉ có đủ thời gian để xem mỗi video một lần, vì vậy quý vị làm ơn chú ý tới cách trao đổi giữa người phỏng vấn viên và người trả lời, đồng thời cũng chú ý tới những câu chữ và nội dung mà người phỏng vấn viên sử dụng trong đoạn video). Sau mỗi đoạn video, tôi sẽ hỏi ý kiến và cảm nghĩ của quý vị.

Xin quý vị lưu ý là những bối cảnh trong video này được tạo ra để đào tạo các phỏng vấn viên, và Cục Thống Kê Dân Số muốn nghe ý kiến của quý vị xem những gì người phỏng vấn viên NÓI có phù hợp với tiếng Việt và có khích lệ người Việt nam tham gia vào Thống Kê Dân Số hay không, hoặc xem hành vi của người phỏng vấn viên có phù hợp với văn hóa Việt nam hay không. Vì thế, cuộc thảo luận của chúng ta hôm nay sẽ tập trung vào những gì người phỏng vấn viên nói, và cách người đó giao tiếp với người trả lời bản thống kê dân số.

<SHOW THE VIDEOS AND THEN ENCOURAGE A DISCUSSION USING ASSOCIATED PROBES. WHEN ALL VIDEO PART IS DONE ASK OVERALL PROBES>

**<LANGUAGE BARRIER VIDEO>**

Đoạn video này cho thấy bối cảnh một người phỏng vấn viên của Cục Thống Kê Dân Số và người trả lời không thể hoàn tất bản Thống Kê Dân Số bằng tiếng Anh được, bởi vì người trả lời không nói được tiếng Anh và người phỏng vấn viên thì không nói được tiếng Việt. Xin xem đoạn video và đặc biệt chú ý đến chỗ người phỏng vấn viên giao tiếp với người trả lời. Sau khi xem xong video, tôi sẽ xin quý vị cho biết cảm nghĩ và ý kiến của mình.

<SHOW LANGUAGE BARRIER VIDEO>

BL\_1. Probe deleted intentionally

BL\_2. Có chỗ nào mà quý vị đặc biệt **thích** về người phỏng vấn trong video này không? Quý vị nghĩ những người Việt Nam khác giống như quý vị sẽ **thích** gì về người phỏng vấn này?

PROBE AND PROVIDE DETAILS IF NEEDED:

- Lời nói của phỏng vấn viên (từ ngữ, âm điệu, thái độ)?
- Dáng bộ? Cử chỉ, cách giao tiếp?

BL\_3. Có chỗ nào mà quý vị đặc biệt **không thích** về người phỏng vấn trong video này không? Quý vị nghĩ những người Việt Nam khác giống như quý vị sẽ **không thích** gì về người phỏng vấn này?

PROBE AND PROVIDE DETAILS IF NEEDED:

- Lời nói của phỏng vấn viên (từ ngữ, âm điệu, thái độ)?
- Dáng bộ? Cử chỉ, cách giao tiếp?

BL\_4. Bây giờ tôi sẽ cho quý vị xem tấm thiệp mà người phỏng vấn đã đưa cho người trả lời xem.  
<HAND OUT LANGUAGE FLASH CARDS>.

Bằng cách dùng tấm thiệp này, phỏng vấn viên có thể xác định được ngôn ngữ của người trả lời.

- Quý vị có ý kiến gì về tấm thiệp này?
- Người trả lời có thể dễ dàng tìm thấy ngôn ngữ của họ không?
- Quý vị nghĩ tấm thiệp này có đạt hiệu quả tốt trong tình huống như thế này không? Tại sao có/không? [if necessary: ví dụ như trong một bối cảnh mà cả quý vị và người phỏng vấn đều không nói cùng một thứ tiếng và không thể hiểu nhau].

## &lt;UNAWARE VIDEO&gt;

Xin cảm ơn. Tôi sẽ cho quý vị xem một đoạn video khác. Trong đoạn video này thì cả hai người phỏng vấn và người trả lời cùng nói một ngôn ngữ. Một lần nữa, tôi cũng sẽ hỏi ý kiến quý vị sau khi xem xong đoạn video này.

<SHOW UNAWARE VIDEO>

BU\_1. Probe deleted intentionally

BU\_2. Có những chỗ nào mà quý vị đặc biệt **thích** về người phỏng vấn trong video này không? Quý vị nghĩ những người Việt Nam khác giống như quý vị sẽ **thích** gì về người phỏng vấn này?

PROBE AND PROVIDE DETAILS IF NEEDED:

- Lời nói của phỏng vấn viên (từ ngữ, âm điệu, thái độ)?
- Dáng bộ? Cử chỉ, cách giao tiếp?

BU\_3. Có những chỗ nào mà quý vị đặc biệt **không thích** về người phỏng vấn trong video này không? Quý vị nghĩ những người Việt Nam khác giống như quý vị sẽ **không thích** gì về người phỏng vấn này?

PROBE AND PROVIDE DETAILS IF NEEDED:

- Lời nói của phỏng vấn viên (từ ngữ, âm điệu, thái độ)?
- Dáng bộ? Cử chỉ, cách giao tiếp?

[IF NEEDED TO REPLAY VIDEO:] Xin cảm ơn. Tôi sẽ cho quý vị xem lại đoạn video này một lần nữa. Lần này, xin quý vị chú ý đến chỗ người phỏng vấn giao tiếp với người trả lời.

<SHOW UNAWARE VIDEO AGAIN>

BU\_4. Suy nghĩ lại về những lời người phỏng vấn viên đã nói với người trả lời:

- Có chỗ nào mà có thể khiến một số người Việt Nam thấy phân vân hoặc khó hiểu không?
- Có chỗ nào nghe không được tự nhiên hoặc không thích hợp với văn hóa Việt Nam không?

BU\_5. Probe deleted intentionally

[IF TIME, IF R COMMENTS ON THE ORDER OF THE VIDEO MESSAGE] Trong thông điệp, có chỗ nào có vẻ [xa lạ, không bình thường, kỳ cục] không? Quý vị sẽ thay đổi như thế nào để khuyến khích người ta tham gia?

BU\_6. Nếu quý vị là người Việt Nam như trong video này, quý vị sẽ cộng tác với người phỏng vấn để hoàn tất bản câu hỏi Thống Kê Dân Số sau khi nói chuyện với họ không? Tại sao có/không?

## &lt;FEAR/MISTRUST OF GOVERNMENT VIDEO&gt;

Xin cảm ơn. Tôi sẽ cho quý vị xem một đoạn video kế tiếp. Một lần nữa, tôi cũng sẽ hỏi ý kiến quý vị sau khi xem xong đoạn video này.

## &lt;SHOW FEAR/MISTRUST OF GOVERNMENT VIDEO&gt;

BF\_1. Probe deleted intentionally

BF\_2. Có những chỗ nào mà quý vị đặc biệt **thích** về người phỏng vấn trong video này không? Quý vị nghĩ những người Việt Nam khác giống như quý vị sẽ **thích** gì về người phỏng vấn này?

PROBE AND PROVIDE DETAILS IF NEEDED:

- Lời nói của phỏng vấn viên (từ ngữ, âm điệu, thái độ)?
- Dáng bộ? Cử chỉ, cách giao tiếp?

BF\_3. Có những chỗ nào mà quý vị đặc biệt **không thích** về người phỏng vấn trong video này không? Quý vị nghĩ những người Việt Nam khác giống như quý vị sẽ **không thích** gì về người phỏng vấn này?

PROBE AND PROVIDE DETAILS IF NEEDED:

- Lời nói của phỏng vấn viên (từ ngữ, âm điệu, thái độ)?
- Dáng bộ? Cử chỉ, cách giao tiếp?

[IF NEEDED TO REPLAY VIDEO:] Xin cảm ơn. Tôi sẽ cho quý vị xem lại đoạn video này một lần nữa. Lần này, xin quý vị chú ý đến chỗ người phỏng vấn giao tiếp với người trả lời.

## &lt;SHOW FEAR/MISTRUST OF GOVERNMENT AGAIN&gt;

BF\_4. Suy nghĩ lại về những lời người phỏng vấn viên đã nói với người trả lời:

- Có chỗ nào mà có thể khiến một số người Việt Nam thấy phân vân hoặc khó hiểu không?
- Có chỗ nào nghe không được tự nhiên hoặc không thích hợp với văn hóa Việt Nam không?

BF\_5. Probe deleted intentionally

[IF TIME, IF R COMMENTS ON THE ORDER OF THE VIDEO MESSAGE] Trong thông điệp, có chỗ nào có vẻ [xa lạ, không bình thường, kỳ cục] không? Quý vị sẽ thay đổi như thế nào để khuyến khích người ta tham gia?

BF\_6. Nếu quý vị là người Việt Nam như trong video này, quý vị sẽ cộng tác với người phỏng vấn để hoàn tất bản câu hỏi Thống Kê Dân Số sau khi nói chuyện với họ không? Tại sao có/không?

## &lt;LOW ENGAGEMENT VIDEO&gt;

Xin cảm ơn. Tôi sẽ cho quý vị xem một đoạn video kế tiếp. Một lần nữa, tôi cũng sẽ hỏi ý kiến quý vị sau khi xem xong đoạn video này.

<SHOW LOW ENGAGEMENT VIDEO>

BE\_1. Probe deleted intentionally

BE\_2. Có những chỗ nào mà quý vị đặc biệt **thích** về người phỏng vấn trong video này không? Quý vị nghĩ những người Việt Nam khác giống như quý vị sẽ **thích** gì về người phỏng vấn này

PROBE AND PROVIDE DETAILS IF NEEDED:

- Lời nói của phỏng vấn viên (từ ngữ, âm điệu, thái độ)?
- Dáng bộ? Cử chỉ, cách giao tiếp?

BE\_3. Có những chỗ nào mà quý vị đặc biệt **không thích** về người phỏng vấn trong video này không? Quý vị nghĩ những người Việt Nam khác giống như quý vị sẽ **thích** gì về người phỏng vấn này

PROBE AND PROVIDE DETAILS IF NEEDED:

- Lời nói của phỏng vấn viên (từ ngữ, âm điệu, thái độ)?
- Dáng bộ? Cử chỉ, cách giao tiếp?

BE\_4. Suy nghĩ lại về những lời người phỏng vấn viên đã nói với người trả lời:

- Có chỗ nào mà có thể khiến một số người Việt Nam thấy phân vân hoặc khó hiểu không?
- Có chỗ nào nghe không được tự nhiên hoặc không thích hợp với văn hóa Việt Nam không?

BE\_5. Probe deleted intentionally

[IF TIME, IF R COMMENTS ON THE ORDER OF THE VIDEO MESSAGE] Trong thông điệp, có chỗ nào có vẻ [xa lạ, không bình thường, kỳ cục] không? Quý vị sẽ thay đổi như thế nào để khuyến khích người ta tham gia?

BE\_6. Nếu quý vị là người Việt Nam như trong video này, quý vị sẽ cộng tác với người phỏng vấn để hoàn tất bản câu hỏi Thống Kê Dân Số sau khi nói chuyện với họ không? Tại sao có/không?



## &lt;Overall Reactions to the Videos&gt;

BO\_1. Quay lại 4 đoạn video mà chúng ta vừa xem, những câu nói nào của người phỏng vấn sẽ có **NHIỀU KHẢ NĂNG** khích lệ người Việt Nam tham gia Thống Kê Dân Số.

BO\_2. Nói chung, những câu nói nào sẽ có **NHIỀU KHẢ NĂNG** khích lệ người Việt Nam tham gia Thống Kê Dân Số.

BO\_3. [USING FLIPCHART TO RECORD]

Monolingual Group	Bilingual Group
Theo quý vị, có lý do gì khiến cho những người Việt Nam <b>chỉ có thể nói được Tiếng Việt</b> giống như quý vị không tham gia Thống Kê Dân Số hay không?	Theo quý vị, có lý do gì khiến <b>những người song ngữ (nói được cả Tiếng Anh và Tiếng Việt)</b> giống như quý vị không tham gia Thống Kê Dân Số hay không?

Với tất cả những lý do được nêu ra đây, lý do chủ yếu nào sẽ có thể khiến người Việt Nam không tham gia?

Còn với riêng quý vị, lý do nào sẽ là chủ yếu?

BO\_4. Probe deleted intentionally

BO\_5. Probe deleted intentionally

[IF TIME, IF R COMMENTS ON THE ORDER OF THE VIDEO MESSAGE THAT HASN'T BEEN DISCUSSED]

BO\_6. Có chỗ nào có vẻ [xa lạ, không bình thường, kỳ cục] trong thông điệp hoặc nội dung của các đoạn video không? Có gì có thể làm những phần này hay hơn không? Có gì có thể làm những phần này dễ hiểu hơn không?

BO\_7. [IF R ASKS ABOUT THE SECURITY WARNING CARD, MODERATOR TO HOLD UP REGULAR SIZED CARD]

Giả sử quý vị tham gia trong video, khi phỏng vấn viên đưa cho quý vị tấm thẻ này, thì quý vị có đọc nó ngay lúc đó không?

**SECTION C. VIGNETTE**

**Vignette #1 – Proxy reporting of English-speaking ability**

Xin cảm ơn. Bây giờ chúng ta sẽ làm một việc khá khác biệt. Tôi sẽ phát cho quý vị mỗi người một trang giấy trong đó có một vài câu hỏi. Trước khi trả lời, xin quý vị hãy nghĩ đến một người mà quý vị trực tiếp quen biết mà tiếng mẹ đẻ của họ là Tiếng Việt nhưng họ nói được Tiếng Anh.

<HAND OUT THE LANGUAGE SHEET AND HAVE RS WRITE DOWN THEIR ID AT THE BOTTOM>

Xin viết ID của quý vị ở phần dưới cuối trang và viết xuống các câu trả lời về người mà quý vị trực tiếp quen biết mà tiếng mẹ đẻ của họ là Tiếng Việt nhưng họ nói được Tiếng Anh.

<ONCE RESPONDENTS HAVE THE LANGUAGE SHEET, READ THE QUESTIONS ONE AT A TIME>

*Language Sheet for Participants to fill out*

<p style="text-align: center;"><b>SECTION C. Vignette #1</b></p> <p>Hãy nghĩ đến một người mà quý vị trực tiếp quen biết mà tiếng mẹ đẻ của người này là Tiếng Việt nhưng họ nói được Tiếng Anh.</p> <p>Trình độ nói tiếng Anh của người này như thế nào?</p> <p><input type="checkbox"/> Rất thành thạo</p> <p><input type="checkbox"/> Thành thạo</p> <p><input type="checkbox"/> Không thành thạo</p> <p><input type="checkbox"/> Không biết gì</p> <p>Xin cho biết vì sao mà quý vị đã trả lời câu hỏi trên đây như vậy.</p> <hr/> <hr/>
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Rồi, quý vị đã trả lời xong và bây giờ tôi xin được thu lại bút viết, và chúng ta sẽ bàn thảo về những câu trả lời của quý vị. Xin lưu ý là các câu trả lời không có tính chất đúng hay sai, chúng tôi chỉ muốn biết quý vị đã suy nghĩ gì?

C1\_1. Quý vị đã viết những gì trên trang giấy của mình? Quý vị đã suy nghĩ như thế nào khi cho câu trả lời như vậy?

C1\_2. Có ai viết gì khác không?

C1\_3a. Đôi khi Cục Thống Kê Dân Số hỏi người tham gia khảo sát về trình độ nói tiếng Anh của người khác. Hôm nay, khi quý vị trả lời về trình độ nói Tiếng Anh của người này, quý vị đã nghĩ gì?

C1\_3b. [IF NEEDED] Quý vị chỉ nghĩ đến trình độ nói, hay là quý vị cũng nghĩ tới trình độ đọc, viết và nghe của người này?

C1\_3c. Probe deleted intentionally.

C1\_4a. Chúng tôi cũng muốn tìm hiểu cách những người tham gia khảo sát lựa chọn giữa việc mô tả một người nào đó nói Tiếng Anh “thành thạo” hoặc “rất thành thạo”. Một người phải có khả năng như thế nào để được coi là nói Tiếng Anh “rất thành thạo”?

C1\_4b. Sự khác biệt giữa nói Tiếng Anh “thành thạo” và nói “rất thành thạo” là gì? [IF NEEDED: Điều gì mà người nói “rất thành thạo” làm được mà người nói “thành thạo” không làm được?]

**[Bilinguals only]**

C1\_5. Quý vị có nghĩ là được chọn trả lời các câu hỏi bằng Tiếng Việt sẽ khích lệ những người song ngữ (nói được 2 thứ tiếng) tham gia vào Thống Kê Dân Số không?

**Vignette #2 –US born children and race**

Kế tiếp, tôi sẽ phát cho mỗi người một tờ giấy khác. Xin viết ID của quý vị ở phần dưới cuối trang.

<HAND OUT THE RACE SHEET AND HAVE RS WRITE DOWN THEIR ID AT THE BOTTOM>

Mọi người đã có giấy hết chưa? Tôi xin đọc những lời hướng dẫn trong đây.

< READ OUT THE VIGNETTE DESCRIPTION ALOUD.>

Cô Huyền và chồng là ông Tài đều nhận mình là người Việt sinh ở Việt Nam. Họ có một người con trai sinh tại Mỹ. Họ nên trả lời thế nào về người con trai trong câu hỏi này?

Xin trả lời các câu hỏi về người con trai. Chủng tộc hay sắc tộc của người con trai này là gì? Đánh dấu vào tất cả các ô thích hợp VÀ viết tên chủng tộc trong khoảng trống bên dưới. Lưu ý, quý vị có thể chọn hơn một nhóm người.

**Q. Chủng tộc hay sắc tộc của người con này là gì?**  
*Đánh dấu vào tất cả các ô thích hợp VÀ viết tên chủng tộc trong khoảng trống bên dưới. Lưu ý, quý vị có thể chọn nhiều hơn một nhóm người.*

☐ **NGƯỜI DA TRẮNG** – Điền các chi tiết dưới đây.

<input type="checkbox"/> Đức	<input type="checkbox"/> Ái Nhĩ Lan	<input type="checkbox"/> Anh
<input type="checkbox"/> Ý	<input type="checkbox"/> Ba Lan	<input type="checkbox"/> Pháp

*Viết tên, ví dụ như: Người Ái Nhĩ Lan, Na-Uy, Hòa Lan, v.v.*

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☐ **NGƯỜI CHÂU MỸ LA TINH NÓI TIẾNG TÂY BAN NHA** – Điền các chi tiết dưới đây.

<input type="checkbox"/> Mexico hoặc Người Mỹ gốc Mexico	<input type="checkbox"/> Puerto Rica	<input type="checkbox"/> Cuba
<input type="checkbox"/> Salvado	<input type="checkbox"/> Dominica	<input type="checkbox"/> Colombia

*Viết tên, ví dụ như Người Guatemalan, Spaniard, Ecuadorian, etc.*

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☐ **NGƯỜI DA ĐEN** – Điền các chi tiết dưới đây.

<input type="checkbox"/> Mỹ Đen	<input type="checkbox"/> Jamaica	<input type="checkbox"/> Haiti
<input type="checkbox"/> Nigeria	<input type="checkbox"/> Ethiopia	<input type="checkbox"/> Somali

*Viết tên, ví dụ như: Người Ghana, Nam Phi, Barbada, v.v.*

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☐ **NGƯỜI CHÂU Á** – Điền các chi tiết dưới đây.

<input type="checkbox"/> Trung Hoa	<input type="checkbox"/> Philipin	<input type="checkbox"/> Ấn Độ
<input type="checkbox"/> Việt Nam	<input type="checkbox"/> Hàn Quốc	<input type="checkbox"/> Nhật

*Viết tên, ví dụ như: Người Pakistan, Campuchia, HMông, v.v.*

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<input type="checkbox"/>	<b>NGƯỜI THỔ DÂN CHÂU MỸ DA ĐỎ HOẶC THỔ DÂN ALASKA</b> – <i>Viết tên, ví dụ như: Người Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Tlingit, etc.</i>	
<div></div>		
<input type="checkbox"/>	<b>NGƯỜI TRUNG ĐÔNG HOẶC BẮC PHI</b> – <i>Điền các chi tiết dưới đây.</i>	
<input type="checkbox"/> Li bằng	<input type="checkbox"/> Iran	<input type="checkbox"/> Ai Cập
<input type="checkbox"/> Syria	<input type="checkbox"/> Ma Rốc	<input type="checkbox"/> Do Thái
<i>Viết tên, ví dụ như Người Algerian, Iraqi, Kurdish, etc.</i>		
<div></div>		
<input type="checkbox"/>	<b>NGƯỜI THỔ DÂN HAWAII HOẶC ĐẢO THÁI BÌNH DƯƠNG KHÁC</b> – <i>Điền các chi tiết dưới đây.</i>	
<input type="checkbox"/> Thổ dân Hawaii	<input type="checkbox"/> Samoa	<input type="checkbox"/> Chamorro
<input type="checkbox"/> Tongan	<input type="checkbox"/> Fijian	<input type="checkbox"/> Marshallese
<i>Viết tên, ví dụ như: Người Palauan, Tahitian, Chuukese, etc.</i>		
<div></div>		
<input type="checkbox"/>	<b>CÁC CHỦNG TỘC HOẶC SẮC TỘC KHÁC</b> – <i>Viết chi tiết.</i>	
<div></div>		

C2\_1. Quý vị đã trả lời gì cho câu hỏi này? Xin cho biết quý vị đã viết gì. <GO AROUND THE ROOM AND RECORD ALL RS' ANSWERS ON A FLIPCHART>

C2\_2. Xin cho biết bằng cách nào mà quý vị có được câu trả lời này.

C2\_3. Có ai muốn thay đổi câu trả lời của mình sau khi nghe ý kiến của những người khác không?

**SECTION D. Bản Thông Tin về Ngôn Ngữ**

**CÁM ƠN QUÝ VỊ ĐÃ THAM DỰ BUỔI THẢO LUẬN NHÓM NGÀY HÔM NAY. XIN ĐIỀN ĐẦY ĐỦ CÁC THÔNG TIN DƯỚI ĐÂY.**

Những câu dưới đây hỏi về trình độ tiếng Anh của quý vị. Trong mỗi hàng, xin chọn câu trả lời đúng nhất với mình: rất thành thạo, thành thạo, không thành thạo, không thể.

	Rất thành thạo	Thành thạo	Không thành thạo	Không biết gì
DB1. Trình độ nói tiếng Anh của quý vị như thế nào?				
DB2. Trình độ đọc tiếng Anh của quý vị như thế nào?				
DB3. Trình độ viết tiếng Anh của quý vị như thế nào?				
DB4. Trình độ hiểu phim và video tiếng Anh của quý vị như thế nào?				

Những câu hỏi kế tiếp là về trình độ tiếng Việt của quý vị.

	Rất thành thạo	Thành thạo	Không thành thạo	Không biết gì
DB5. Trình độ nói tiếng Việt của quý vị như thế nào?				
DB6. Trình độ đọc tiếng Việt của quý vị như thế nào?				
DB7. Trình độ viết tiếng Việt của quý vị như thế nào?				
DB8. Trình độ hiểu phim và video tiếng Việt của quý vị như thế nào?				

Bây giờ, chúng tôi muốn biết quý vị thường dùng tiếng Anh trong những hoàn cảnh nào. Trong mỗi hàng, xin chọn câu trả lời đúng nhất với mình: hầu như luôn luôn, thường xuyên, thỉnh thoảng, hầu như không bao giờ.

Language use	Hầu như luôn luôn	Thường xuyên	Thỉnh thoảng	Hầu như không bao giờ
DA1. Quý vị có thường xuyên suy nghĩ bằng tiếng Anh không? Có thể nói là....				
DA2. Quý vị có thường xuyên nói tiếng Anh ở nhà không? Có thể nói là...				
DA3. Quý vị có thường xuyên nói tiếng Anh với bạn bè không? Có thể nói là...				

Thay mặt cho Cục Thống Kê Dân Số, tôi xin cảm ơn sự tham gia của quý vị. Sự góp ý của quý vị sẽ rất hữu ích cho cuộc Thống Kê Dân Số 2020. Một lần nữa xin cảm ơn tất cả mọi người.

**Appendix C7: Moderator's Guide (includes vignette & final questionnaire wording)—Arabic**



## Focus Group Moderator's Guide

### ARABIC

**Language:** 1. Spanish 2. Chinese 3. Korean 4. Vietnamese 5. Arabic 6. Russian 7. English

**Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_ (mm/dd/yyyy) **Start time:** \_\_\_\_\_ AM / PM

**Proficiency:** Monolingual Bilingual

**Assigned Vignette:** Vignette 1 Vignette 2

**[Korean & Arabic FGs only] Additional Characteristics (gender/age):** \_\_\_\_\_

### SECTION A. INTRODUCTION

Welcome! Thank you for coming to talk with us today. We know we all live busy lives so we really appreciate that you are taking 90 minutes of your day to help us review materials and statements that the Census Bureau has designed and would like to improve and use in the 2020 Census. Every ten years the United States conducts a census, or count, of everyone who is living in this country.

مرحباً! شكراً لقبولك الحديث معنا. ندرك أننا جميعاً مشغولون، لذلك نحن نقدر كثيراً تضحياتك بساعة ونصف من وقتك لمساعدتنا في مراجعة المواد والمعلومات التي أعدها مكتب التعداد السكاني الأمريكي لاستخدامها وتحسين التعداد السكاني لسنة ٢٠٢٠. تقوم الولايات المتحدة كل عشر سنوات بإجراء تعداد أو إحصاء لكل الناس الذين يعيشون في هذه البلاد.

My name is [MODERATOR NAME] and I will be guiding today's conversation. I work for [RTI International, a non-profit research organization/RSS, a research firm]. The Census Bureau has hired us to conduct this research.

اسمي ... وسوف أوجه النقاش اليوم. أعمل مع [RTI International وهي مؤسسة بحث غير ربحية]. قام مكتب التعداد بتوظيفنا للقيام بهذا البحث.

#### IF APPLICABLE:

- [POINT TO THE NOTE-TAKER] This is NAME. (S)he will assist me by taking notes and making everything runs smoothly.

• [POINT TO THE NOTE-TAKER] هذا/هذه NAME وهو/هي سوف يساعدني/تساعدني في تدوين ملاحظات وتسيير الاجتماع.

- We are in a focus group room with a one-way mirror. My colleagues who are working with me on this project can watch it from the other room without getting in our way.

- نحن في غرفة لمجموعة النقاش مع مرآة في اتجاه واحد. زملائي الذين يعملون معي على هذا المشروع يستطيعون رؤيتنا من الغرفة الأخرى بدون إزعاجنا.

I understand everyone has read the consent form. The consent form explains everything we will be doing and it asks for your permission to audio and video record our conversation. It also explains that we will keep everything you say today confidential, meaning that we will group what everyone says and the results will not identify you personally and will only use it for research purposes to improve the Census materials in Arabic. Are there any questions that I should address before everyone signs it?  
COLLECT SIGNED FORMS.

أفهم أن الجميع قد قرأ استمارة الموافقة. هذه الاستمارة تفسر كل شيء سنقوم به وتطلب موافقتك على تسجيل نقاشنا بالصوت والصورة. إنها تشرح أيضاً أننا سنقوم بالحفاظ على سرية كل شيء نقوله اليوم. يعني أننا سوف نجمع معاً ما يقول كل شخص، والنتائج لن تُعرف عنك شخصياً ولن تستخدم إلا لأغراض بحثية لتحسين مواد التعداد السكاني في اللغة العربية. هل هناك أي سؤال للاستفسار قبل أن يوقع الجميع؟  
COLLECT SIGNED FORMS.

Let me mention a few basic rules.

دعوني أذكر بعض القواعد الأساسية.

- **First, I will be asking a lot of questions.** There are no right or wrong answers to my questions; we just want your honest opinions. We don't need to have everyone agree. In fact, if you have a view different from others it is especially important for us to hear it because you may be the only person who is representing a different point of view here today.

- **أولاً، سأسأل الكثير من الأسئلة.** ليس هناك إجابات صحيحة أو خاطئة على أسئلتني. نحن لا نريد سوى آرائك الصادقة. لا نريد أن يتفق الجميع. في الواقع، إذا كان لديك رأي مختلف عن الآخرين فمن المهم جداً لنا أن نسمع هذا الرأي لأنك قد تكون الشخص الوحيد هنا الذي يمثل وجهة نظر مختلفة اليوم.

- **Only one person speaks at a time and we'd like everyone to get a turn.** Please do not have a side conversation with the person sitting next to you or speak while somebody else is talking. Please speak up and let us know what you are thinking. If you are the type of person who always participates, please give a chance to others to talk.

- **لا يتكلم أكثر من شخص واحد في نفس الوقت ونرجو أن يحصل كل فرد على فرصة للكلام.** نرجو منك أن لا تتحدث إلى الشخص الجالس بجانبك أو تتكلم عندما يكون شخص آخر يتحدث. تكلم بصوت عالٍ من فضلك وأخبرنا بما تفكر. إذا كنت من النوع الذي يشارك في النقاش دائماً، فنرجو منك أن تعطي فرصة للآخرين لكي يتحدثوا.

- Due to limited time, I must move the discussion along and may sometimes have to interrupt in order to do so. Please do not be offended.

● نظرا لضيق الوقت فإنه يجب عليّ أن أسرّع النقاش وقد أقوم أحيانا بمقاطعتك لهذا الغرض. أرجو أن لا تنزعج

- **Please keep what everyone says here private.** During the group conversation, we use first names only. We keep what you say entirely confidential and I ask that each of you treat confidentially what others say around the table. Your names will not be used in any reports.

● **حافظ من فضلك على خصوصية كل ما يقال هنا.** خلال النقاش الجماعي، نستعمل الأسماء الأولى فقط. نحافظ على سرية كل ما تقول ونطلب من كل واحد منكم أن يحافظ على سرية ما يُقال حول هذه الطاولة. لن يتم استخدام أسمائكم في أي تقارير.

### ICEBREAKER

Let's go around the room and have each of you tell us briefly:

- Your first name or nickname
- how long you have lived in the United States
- Tell us what is the one thing you like best about living here.

Let me go first. My name is...

نريد الآن أن نتعرف عليكم وكل منكم يذكر لنا بإختصار:

- أسمه أو لقبه
- منذ متى وانت تعيش في الولايات المتحدة الأمريكية؟
- قل لنا ما هو أكثر شيء تحبه في العيش هنا؟

دعوني أبدأ أولاً. أنا إسمي ...

<GO ONE BY ONE AROUND THE ROOM.>

<ENCOURAGE EACH PERSON TO SPEAK AND PROBE FOR AGREEMENT AND DIFFERENCE IN OPINION>

## SECTION B. VIDEOS OF INTERVIEWER MESSAGES

Let's get started! Let me give you a brief introduction of how the U.S. Census is conducted.

لنبدأ! دعني أعطيك مقدمة مختصرة عن كيفية إجراء التعداد السكاني.

- When it's time for the Census, people will receive a mailing that asks them to complete the census form on the internet or by mail.
- عندما يحين وقت التعداد السكاني ستصل رسالة للسكان في البريد تطلب منهم إكمال استمارة التعداد السكاني على الإنترنت أو عبر البريد.
- If no response from an address has been received by a certain date, a Census Bureau interviewer will be sent in person to that address to ask the census questions of the people who live there.
- إذا لم يتم استلام رد من عنوان ما خلال وقت معين، فإن مكتب التعداد السكاني سيقوم بإرسال أحد الموظفين بشكل شخصي إلى ذلك العنوان ليقوم بطرح الأسئلة حول الأشخاص الساكنين هناك.
- The Census Bureau will not know in advance what language is spoken at a particular address. However, if the address is in an area where a high percentage of <TARGET LANGUAGE>-speakers live, it is likely that they will send a <TARGET LANGUAGE>-speaking interviewer.
- لن يعرف مكتب التعداد السكاني مسبقاً باللغة المستخدمة في عنوان محدد. ولكن إذا كان العنوان موجود في منطقة تعيش فيها نسبة مرتفعة من الأشخاص الناطقين باللغة العربية، فإنه من المحتمل أن يرسل مكتب التعداد السكاني موظفاً ناطقاً باللغة العربية.

I will show you 4 short videos. This is what the Census Bureau has designed to show some examples of situations that the interviewer may encounter to train Census interviewers. After watching each video, I will ask for your reaction and feedback.

Please remember, these scenarios are created for training purposes, and the Census Bureau needs your feedback to see if what the interviewer says is appropriate in [TARGET LANGUAGE] and is encouraging for people to participate in the Census, or if the interviewer acts in a culturally appropriate manner for the [TARGET ETHNICITY] community. So our discussion today will focus on what the interviewer in the video says and how he interacts with the respondent.

سوف أعرض عليك أربعة أفلام قصيرة. قد صممت هذه الأشرطة من قبل مركز التعداد السكاني من أجل تدريب الموظفين عبر عرض أمثلة من المواقف التي يمكن أن يتعرض لها الموظف الذي سيجري المقابلة. بعد كل شريط سوف أسألك عن ردة فعلك ورأيك به.

أرجو التذكر، بأن هذه السيناريوهات تم إنشاؤها لأغراض تدريبية، والتعداد السكاني بحاجة إلى ردود أفعالكم لمعرفة إذا ما كان يقوله الموظف ملائم باللغة العربية ويشجع الناس على المشاركة في التعداد، أو إذا كان الموظف يتصرف بطريقة ملائمة ثقافياً للمجتمع العربي. لذلك نقاشنا اليوم سيركز على ما يقوله الموظف في الفيديو وكيف يتفاعل مع صاحب المنزل.

## &lt;LANGUAGE BARRIER VIDEO&gt;

This video shows a situation when the Census interviewer and the household respondent cannot complete a Census questionnaire in English because the respondent does not speak English well and the interviewer does not speak <TARGET LANGUAGE>. Please watch it while paying attention to the video especially about how the interviewer interacts with the respondents. After the video, I will ask several questions about your opinions and comments.

هذا الشريط يعرض وضع حيث لا يمكن للموظف الذي يقوم بالمقابلة وصاحب المنزل أن يملؤوا إستمارة التعداد بالإنجليزية لأن المشارك لا يتكلم الإنجليزية جيداً والموظف لا يتكلم العربية. من فضلك شاهد هذا الشريط وانتبه خصوصاً للطريقة التي يتعامل بها الموظف مع المشاركين. بعد الشريط سوف أسألك عن ردة فعلك ورأيك به.

## &lt;SHOW LANGUAGE BARRIER VIDEO&gt;

BL\_1. Probe deleted intentionally

BL\_2. Is there anything you particularly **liked** about the interviewer in this video? What do you think other <TARGET LANGUAGE> speakers like you would **like** about the interviewer?

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- Appearance? Gestures, eye contact?

BL\_2. هل أعجبك أي شيء بشكل خاص عن الموظف في هذا الشريط؟ ماذا تعتقد قد يعجب متكلمي العربية مثلك في هذا الموظف؟

- ما قاله الموظف (من تجاه الكلمات والنبرة والسلوك)؟
- مظهره؟ حركاته ونظراته؟

BL\_3. Is there anything you particularly **disliked** about the interviewer in this video? What do you think other <TARGET LANGUAGE> speakers like you would **dislike** about the interviewer?

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- Appearance? Gestures, eye contact?

BL\_3. هل أزعجكم أي شيء بشكل خاص عن الموظف في هذا الشريط؟ ماذا تعتقد قد يزعج متكلمي العربية مثلك في هذا الموظف؟

- ما قاله الموظف (من تجاه الكلمات والنبرة والسلوك)؟
- مظهره؟ حركاته ونظراته؟

BL\_4. Now I will hand out what the interviewer showed to the respondent. <HAND OUT LANGUAGE FLASH CARDS>.

Using this card, the interviewer can identify the language the respondent speaks and communicates in.

- What do you think about this card?
- Can a respondent easily find his/her language?
- Do you think this card can work well in a situation like this?) Why or why not? [if necessary: for example, a situation where you and the interviewer do not speak the same language and cannot communicate].

BL\_4. سوف اوزع الآن النص الذي عرضه الموظف على المشارك..<HANDOUT LANGUAGE FLASH CARDS>.

عبر إستعمال هذه الوثيقة، يمكن للموظف أن يعرف أي لغة يتكلم بها المشارك.

- ما رأيك بهذه الوثيقة؟
- هل يستطيع المشارك أن يجد لغته بسهولة؟
- هل تعتقد أن هذه الوثيقة مناسبة لوضع كهذا؟ لماذا؟
- [if necessary] مثلا، في وضع حيث المشارك والموظف لا يتكلمان نفس اللغة ولا يمكنهما الحوار معاً.

Thanks. I'm going to show you the same video again. At this time, please pay attention to how the interviewer interacts with the respondent.

شكرا. سوف اعرض نفس الشريط مرة أخرى. هذه المرة، انتبه من فضلك للطريقة التي يتعامل بها الموظف مع المشارك.

BL\_5. Probe deleted intentionally

## &lt;UNAWARE VIDEO&gt;

Thank you. I have another video to show you. In this video, both the interviewer and the respondent speak the same language. Again, I will ask you some questions after you watch this video.

شكرا. عندي شريط آخر أعرضه عليكم. في هذا الشريط، الموظف والمشارك يتكلمان نفس اللغة. بعد ان تشاهد هذا الشريط سوف أسألك عنه مرة أخرى.

## &lt;SHOW UNAWARE VIDEO&gt;

BU\_1. Probe deleted intentionally

BU\_2. Is there anything you particularly **liked** about the interviewer in this video? What do you think other <TARGET LANGUAGE> speakers like you would **like** about the interviewer?

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- Appearance? Gestures, eye contact?

BU\_2. هل أعجبكم أي شيء بشكل خاص عن الموظف في هذا الشريط؟ ماذا تعتقد قد يعجب متكلمي العربية مثلك في هذا الموظف؟

- ما قاله الموظف (من تجاه الكلمات والنبرة والسلوك)؟
- مظهره؟ حركاته ونظراته؟

BU\_3. Is there anything you particularly **disliked** about the interviewer in this video? What do you think other <TARGET LANGUAGE> speakers like you would **dislike** about the interviewer?

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- Appearance? Gestures, eye contact?

BU\_3. هل أزعجكم أي شيء بشكل خاص عن الموظف في هذا الشريط؟ ماذا تعتقد قد يزعج متكلمي العربية مثلك في هذا الموظف؟

- ما قاله الموظف (من تجاه الكلمات والنبرة والسلوك)؟
- مظهره؟ حركاته ونظراته؟

Thanks. I'm going to show you the same video again. Please pay attention to how the interviewer interacts with the respondent.

شكرا. سوف اعرض نفس الشريط مرة أخرى. هذه المرة، انتبه من فضلك للطريقة التي يتعامل بها الموظف مع المشارك. <SHOW UNAWARE VIDEO AGAIN>

BU\_4. Thinking back to what the interviewer said to the respondents:

- Was there anything that some <TARGET LANGUAGE> speakers may find confusing or difficult to understand?
- Was there anything that did not sound natural or was inappropriate for your culture?

BU\_4. لَنرجع إلى ما قال الموظف للمشاركة:

- هل هناك أي شيء قد يعتبره متكلمي اللغة العربية غير واضح أو صعب الفهم؟
- هل هناك أي شيء قد يكون غير لائق أو غير مناسب لمجتمعك؟

BU\_5. Probe deleted intentionally

[IF TIME, IF R COMMENTS ON THE ORDER OF THE VIDEO MESSAGE]

What seems [strange, out of order, weird] with the statements? How would you change it to encourage people to participate?

ماذا يبدو (غريب أو غير متسلسل أو غير مناسب) في هذا الحوار. كيف تُغير هذا الحوار لتشجع الناس على المشاركة؟

BU\_6. If you were the <TARGET LANGUAGE> speaker in this video, would you be willing to complete the Census questionnaire after the interviewer talked with you? Why or why not?

BU\_6. إذا كنت أنت متكلم العربية في هذا الشريط، هل تكون مستعد لملء إستمارة التعداد بعد أن تكلم معك الموظف؟ لماذا؟



## &lt;FEAR/MISTRUST OF GOVERNMENT VIDEO&gt;

Thank you. Let me show you the next video. Again, I will ask you some questions after you watch this video.

شكرا. دعوني أعرض عليكم الشريط التالي. بعد ان تشاهدوا هذا الشريط سوف اسألكم عنه مرة أخرى.

## &lt;SHOW FEAR/MISTRUST OF GOVERNMENT VIDEO&gt;

BF\_1. Probe deleted intentionally

BF\_2. Is there anything you particularly **liked** about the interviewer in this video? What do you think other <TARGET LANGUAGE> speakers like you would **like** about the interviewer?

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- Appearance? Gestures, eye contact?

BF\_2. هل أعجبكم أي شيء بشكل خاص عن الموظف في هذا الشريط؟ ماذا تعتقد قد يعجب متكلمي العربية مثلك في هذا الموظف؟

- ما قاله الموظف (من تجاه الكلمات والنبرة والسلوك)؟
- مظهره؟ حركاته ونظراته؟

BF\_3. Is there anything you particularly **disliked** about the interviewer in this video? What do you think other <TARGET LANGUAGE> speakers like you would **dislike** about the interviewer?

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- Appearance? Gestures, eye contact?

BF\_3. هل أزعجكم أي شيء بشكل خاص عن الموظف في هذا الشريط؟ ماذا تعتقد قد يزعج متكلمي العربية مثلك في هذا الموظف؟

- ما قال الموظف (من تجاه الكلمات والنبرة والسلوك)؟
- مظهره؟ حركاته ونظراته؟

Thanks. I'm going to show you the same video again. Please pay attention to how the interviewer interacts with the respondent.

شكرا. سوف اعرض نفس الشريط مرة أخرى. هذه المرة، انتبه من فضلك للطريقة التي يتعامل بها الموظف مع المشارك.

## &lt;SHOW FEAR/MISTRUST OF GOVERNMENT VIDEO AGAIN&gt;

BF\_4. Thinking back to what the interviewer said to the respondents:

- Was there anything that some <TARGET LANGUAGE> speakers may find confusing or difficult to understand?
- Was there anything that did not sound natural or was inappropriate for your culture?

BF\_4. لنرجع إلى ما قاله الموظف للمشاركة:

- هل هناك أي شيء قد يعتبره متكلمي اللغة العربية غير واضح أو صعب الفهم؟
- هل هناك أي شيء قد يكون غير لائق أو غير مناسب لمجتمعك؟

BF\_5. Probe deleted intentionally.

[IF TIME, IF R COMMENTS ON THE ORDER OF THE VIDEO MESSAGE]

BO\_6. What seems [strange, out of order, weird] with the statements? How would you change it to encourage people to participate?

BO\_6. ماذا يبدو (غريب أو غير متسلسل أو غير مناسب) في هذا الحوار. كيف تُغير هذه الحوار لتشجع الناس على المشاركة؟

BF\_6. If you were the <TARGET LANGUAGE> speaker in this video, would you be willing to complete the Census questionnaire after the interviewer talked with you? Why or why not?

BF\_6. إذا كنت أنت متكلم العربية في هذا الشريط، هل تكون مستعد لملء إستمارة التعداد بعد أن تكلم معك الموظف؟ لماذا؟

## &lt;LOW ENGAGEMENT VIDEO&gt;

Thank you. Let me show you the next video. Again, I will ask you some questions after you watch this video.

شكرا. دعوني أعرض عليكم الشريط التالي. بعد ان تشاهدوا هذا الشريط سوف اسألكم عنه مرة أخرى.

## &lt;SHOW LOW ENGAGEMENT VIDEO&gt;

BE\_1. Probe deleted intentionally

BE\_2. Is there anything you particularly **liked** about the interviewer in this video? What do you think other <TARGET LANGUAGE> speakers like you would **like** about the interviewer?

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- Appearance? Gestures, eye contact?

BE\_2. هل أعجبكم أي شيء بشكل خاص عن الموظف في هذا الشريط؟ ماذا تعتقد قد يعجب متكلمي العربية مثلك في هذا الموظف؟

- ما قاله الموظف (من تجاه الكلمات والنبرة والسلوك)؟
- مظهره؟ حركاته ونظراته؟

BE\_3. Is there anything you particularly **disliked** about the interviewer in this video? What do you think other <TARGET LANGUAGE> speakers like you would **dislike** about the interviewer?

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- Appearance? Gestures, eye contact?

BE\_3. هل أزعجكم أي شيء بشكل خاص عن الموظف في هذا الشريط؟ ماذا تعتقد قد يزعج متكلمي العربية مثلك في هذا الموظف؟

- ما قاله الموظف (من تجاه الكلمات والنبرة والسلوك)؟
- مظهره؟ حركاته ونظراته؟

BE\_4. Thinking back to what the interviewer said to the respondents:

- Was there anything that some <TARGET LANGUAGE> speakers may find confusing or difficult to understand?
- Was there anything that did not sound natural or was inappropriate for your culture?

BE\_4. لنرجع إلى ما قاله الموظف للمشاركة:

- هل هناك أي شيء قد يعتبره متكلمي اللغة العربية غير واضح أو صعب الفهم؟
- هل هناك أي شيء قد يكون غير لائق أو غير مناسب لمجتمعك؟

BE\_5. Probe deleted intentionally

[IF TIME, IF R COMMENTS ON THE ORDER OF THE VIDEO MESSAGE]

BO\_6. What seems [strange, out of order, weird] with the statements? How would you change it to encourage people to participate?

BO\_6. ماذا يبدو (غريب أو غير متسلسل أو غير مناسب) في هذا الحوار. كيف تُغير هذه الحوار لتشجع الناس على المشاركة؟

BE\_6. If you were the <TARGET LANGUAGE> speaker in this video, would you be willing to complete the Census questionnaire after the interviewer talked with you? Why or why not?

BE\_6. إذا كنت أنت متكلم العربية في هذا الشريط، هل تكون مستعد لملاء إستمارة التعداد بعد أن تكلم معك الموظف؟ لماذا؟

## &lt;Overall Reactions to the Videos&gt;

BO\_1. Thinking back to all 4 videos we just saw, what did the interviewer say that was **MOST LIKELY** to encourage <TARGET LANGUAGE> speakers to participate?

BO\_1. لنرجع إلى الأشرطة الأربعة التي قد شاهدناها. ما هي العبارة التي قالها الموظف والتي **على الأرجح** سوف تشجع متكلمي العربية على الإشتراك؟

BO\_2. In general, what statements would be **MOST LIKELY** to encourage <TARGET LANGUAGE> speakers to participate in the Census?

BO\_2. بشكل عام، ما هي العبارات التي، **على الأرجح**، سوف تشجع متكلمي العربية على الإشتراك بهذا التعداد؟

BO\_3. [USING FLIPCHART TO RECORD]

MONOLINGUAL GROUP	متكلمي لغة واحدة	BILINGUAL GROUP	متكلمي لغتين
In your opinion, what are some reasons why Arab people like you who only speak Arabic do not participate in the Census?		In your opinion, what are some reasons why Arab people like you who are bilingual do not participate in the Census?	
برأيك ما هي بعض الأسباب التي تمنع العرب مثلك، ممن يتكلمون العربية فقط من المشاركة بالتعداد السكاني؟		برأيك ما هي بعض الأسباب التي تمنع العرب مثلك، ممن يتكلمون اللغتين العربية والانجليزية من المشاركة بالتعداد السكاني؟	

Of all the reasons listed here, what would be the main concern that would make [SPECIFIC ETHNICITY] in general less likely to participate?

What would be your main concern?

من بين كل هذه الأسباب المذكورة هنا، ما هو السبب الرئيسي الذي قد يجعل العرب بشكل عام، أقل احتمالا للمشاركة؟

ماذا يمكن أن يكون سببك الرئيسي ؟

BO\_4. Deleted intentionally

BO\_5. Probe deleted intentionally

[IF TIME, IF THE ORDER OF THE VIDEO MESSAGES HAVE NOT BEEN DISCUSSED]

BO\_6. What seems [strange, out of order, weird] with the statements in [video number or content] video? What would make it better? What would make it easier to understand?

BO\_6. ماذا يبدو (غريب أو غير متسلسل أو غير مناسب) في الحوار في الفيديو [video number or content]. ماذا يمكن أن يحسنه؟ ماذا قد يجعله أسهل للفهم؟

BO\_7. [IF R ASKS ABOUT THE SECURITY WARNING CARD, MODERATOR TO HOLD UP REGULAR SIZED CARD]

If you were the participant in the video and the interviewer handed you this card, would you read it?

BO\_7

[IF R ASKS ABOUT THE SECURITY WARNING CARD, MODERATOR TO HOLD UP REGULAR SIZED CARD]

إذا كنت المشارك في الفيديو والموظف سلمك هذه البطاقة، هل ستقرأها؟

## SECTION C. VIGNETTE

## Vignette #1 – Proxy reporting of English-speaking ability

Thank you. Now we will do something a very different. I will hand out a sheet of paper which has a few questions. While I'm doing this, please think of a person you know in your personal life whose first language is Arabic but speaks English.

شكراً. الآن سوف نقوم بشئ مختلف جداً. سأقوم بتوزيع ورقة عليها سؤالان. بينما أقوم بذلك، فكروا من فضلكم بشخص تعرفه في حياتك لغته الأم العربية ولكنه يتكلم الإنجليزية.

<HAND OUT THE LANGUAGE SHEET AND HAVE RS WRITE DOWN THEIR ID AT THE BOTTOM>

Once you get the sheet, please write down your ID at the bottom of the sheet and fill out the questions on the sheet while thinking of the person you know whose first language is Arabic but speaks English.

عندما تحصل على الورقة، من فضلك اكتب في أسفلها رقم تعريفك وأجب عن الأسئلة كأنك الشخص الذي تعرفه والذي لغته الأم العربية ولكنه يتكلم الإنجليزية.

من فضلك، فكر بشخص تعرفه في حياتك، لغته الأم العربية ولكنه يتكلم الإنجليزية.

كيف يتكلم هذا الشخص اللغة الإنجليزية؟

☐ جيد جداً  
☐ جيد  
☐ ليس جيد  
☐ لا مطلقاً

من فضلك، اكتب لماذا أجبت بهذه الطريقة على السؤال أعلاه.

Now that you have filled this out I'm going collect the pens and we will talk about your answers. Remember there are no right or wrong answers, we just want to learn what you think.

بما انكم انتهيتوا من ملء هذه الورقة، سوف آخذ الأقلام و نتكلم عن أجوبتكم. تذكروا أنه ليس هناك إجابات صحيحة أو خاطئة. نحن فقط نريد أن نعرف رأيكم.

C1\_1. What did you write in the sheet? How did you come up with your answer?

C1\_1. ماذا كتبت على الورقة؟ ما الذي جعلك تجاوب بهذه الطريقة؟

C1\_2. Did anybody write anything else?

C1\_2. هل كتب أحدكم شيئاً آخر؟

C1\_3a. Sometimes the Census Bureau asks survey participants to say how well another person speaks English. Today when you answered the question about how well this other person speaks English, what were you thinking about?

C1\_3a. يسأل مكتب التعداد السكاني أحيانا مشاركين الدراسة عن مستوى تكلم شخص آخر للغة الانجليزية . اليوم عندما أجبت على السؤال عن مستوى تكلم هذا الشخص الاخر للغة الإنجليزية، بماذا كنت تفكر؟

C1\_3b. [IF NEEDED] Did you think only about speaking, or did you also think about reading, writing, and listening?

C1\_3b [IF NEEDED] هل فكرت عن التكلم فقط أو فكرت أيضا عن القراءة والكتابة والاستماع؟

C1\_3c. Deleted intentionally

C1\_4a. We're also interested in how survey participants choose between describing someone else as speaking English "well" or "very well". What would a person have to be able to do in order to be considered speaking English "very well"?

C1\_4a. نحن مهتمون ايضا لمعرفة كيف يختار المشاركون بالبحث بين وصفهم لشخص آخر بأنه يتكلم الإنجليزية "جيذا" أو يتكلم الإنجليزية "جيد جدا". ماذا يحتاج شخص ما أن يفعل لكي يعتبر انه يتكلم الإنجليزية "جيد جدا"؟

C1\_4b. What is the difference between speaking English "well" and speaking "very well"? [IF NEEDED: What can people who speak 'very well' do that people who only speak 'well' cannot do?]

C1\_4b. ما الفرق بين بين تكلم الإنجليزية "جيذا" و تكلم الإنجليزية "جيد جدا"؟ [IF NEEDED: ماذا يستطيع الناس الذين يتكلمون "جيد جدا" أن يفعلوا، ولكن الناس الذين يتكلمون "جيد" لا يقدرُوا أن يفعلوه؟]

### [Bilinguals only]

C1\_5. Do you think the option of responding in a <TARGET LANGUAGE> motivates bilinguals to participate in the Census?

5\_1C. هل تعتقد أن توفر الخيار للإجابة باللغة العربية تحث متكلمي لغتين للمشاركة في التعداد؟



**Vignette #2 –US born children and race**

Next, I am going to hand out another piece of paper. Please write down your ID at the bottom again.

Did everyone get one sheet? I will read the description shown here.

الآن سوف اوزع ورقة أخرى. مرة ثانية من فضلك، اكتب رقم تعريفك في الأسفل.

<HAND OUT THE RACE SHEET AND HAVE RS WRITE DOWN THEIR ID AT THE BOTTOM>

هل حصل كل واحد على ورقة؟ سوف أقرأ النص الموجود هنا.

<READ OUT THE VIGNETTE DESCRIPTION ALOUD.>

Soud and her husband Samir both identify as Middle Eastern and North African and were born in Lebanon. They have a son who was born here in the US. How should they answer this question about their son?

Flip the page and please fill out the question about the son.

What is this person's race or ethnicity? Mark all boxes that apply AND print ethnicities in the spaces below. Note, you may report more than one group.

سعاد وزوجها سمير يعتبرون أنفسهم من الشرق الأوسط وشمال أفريقيا، وهم وُلدوا في لبنان. لديهم ابن مولود في الولايات المتحدة الأمريكية. كيف يجب أن تكون إجابتهم على هذا السؤال عن إبنهم؟

الرجاء اقلب الصفحة و اجب على السؤال عن الإبن.

**ما هو عرق أو أثنية هذا الشخص؟**

ضع علامة في كل مربع مناسب واكتب الأصل العرقي في الفراغ ادناه. ملاحظة: تستطيع ان تختار اكثر من مجموعة.

<input type="checkbox"/> أبيض - اعطي التفاصيل ادناه <input type="checkbox"/> ألماني <input type="checkbox"/> إيرلندي <input type="checkbox"/> إيطالي <input type="checkbox"/> بولوني <input type="checkbox"/> فرنسي <input type="checkbox"/> إنجليزي اكتب على سبيل المثال: سكوتلندي، نرويجي، هولندي، إلخ.	
<input type="checkbox"/> هسباني أو لاتيني أو إسباني الأصل - اعطي التفاصيل ادناه <input type="checkbox"/> مكسيكي أو <input type="checkbox"/> مكسيكي أمريكي <input type="checkbox"/> بورتوريكي <input type="checkbox"/> كوبى <input type="checkbox"/> سلفادوري <input type="checkbox"/> الدومينيكان <input type="checkbox"/> كولومبي اكتب على سبيل المثال: من غواتيمالا، إسباني، أكوادوري، إلخ.	
<input type="checkbox"/> أسود أو أمريكي من أصل أفريقي - اعطي التفاصيل ادناه <input type="checkbox"/> أفريقي أمريكي <input type="checkbox"/> جامايكي <input type="checkbox"/> هايتي <input type="checkbox"/> نيجيري <input type="checkbox"/> إثيوبي <input type="checkbox"/> صومالي اكتب على سبيل المثال: من غانا، من جنوب أفريقيا، من بارينوس، إلخ.	
<input type="checkbox"/> آسيوي - اعطي التفاصيل ادناه <input type="checkbox"/> صيني <input type="checkbox"/> فيتنامي <input type="checkbox"/> كوري <input type="checkbox"/> هندي آسيوي <input type="checkbox"/> ياباني اكتب على سبيل المثال: باكستاني، كمبودي، من الفلبين، إلخ.	
<input type="checkbox"/> الهنود الحمر أو سكان ألaska الأصليين - اعطي التفاصيل ادناه. اكتب على سبيل المثال: لغة ناغاو، قبيلة البلاك فيت، المايا، أزتك، حكومة القرية الأصلية من بارو إندونيات التقليدية، التلنغيتية.	
<input type="checkbox"/> من الشرق الأوسط أو شمال أفريقيا - اعطي التفاصيل ادناه. <input type="checkbox"/> لبناني <input type="checkbox"/> مصري <input type="checkbox"/> سوري <input type="checkbox"/> إيراني <input type="checkbox"/> مغربي <input type="checkbox"/> إسرائيلي اكتب على سبيل المثال: جزائري، عراقي، كردي، إلخ.	
<input type="checkbox"/> سكان هاواي الأصليين أو جزر المحيط الهادئ الأخرى - اعطي التفاصيل ادناه. <input type="checkbox"/> سكان هاواي الأصليين <input type="checkbox"/> ساموا <input type="checkbox"/> تونجا <input type="checkbox"/> فيجي <input type="checkbox"/> تشامورو <input type="checkbox"/> جزر مارشال اكتب على سبيل المثال: باتوي، تاهيتي، جزيرة تشوك، إلخ.	
<input type="checkbox"/> عرق أو أثنية أو أصل آخر - اعطي التفاصيل ادناه.	

C2\_1. What did you answer in this question? Please tell me what you wrote. <GO AROUND THE ROOM AND RECORD ALL RS' ANSWERS ON A FLIPCHART>

C2\_1. ماذا كان جوابك لهذا السؤال؟ من فضلك قل لي ماذا كتبت؟ <GO AROUND THE ROOM AND RECORD ALL RS' ANSWERS ON A FLIPCHART>

C2\_2. Would you tell me how you came up with your answer?

C2\_2. هل يمكنك أن تقول لي كيف وصلت لهذا الجواب؟

C2\_3. Does any of you want to change your answer after hearing others' opinions? Why?

C2\_3. هل يريد أحدكم أن يغير جوابه بعد أن سمع آراء الآخرين؟ لماذا؟

SECTION D. Language Information Sheet

شكرا لمساركنك اليوم في مجموعة النفاث. أرجو أن تقوم بتجربة هذه الاستمارة.

الأسئلة التالية هي عن اللغة الانكليزية. في كل سطر اختار ما الذي يصفك افضل: جيد جدا، جيد، ليس جيدا، لا مطلقا.

D81	كيف تتكلم اللغة الانكليزية؟	جيد جدا	جيد	ليس جيدا	لا مطلقا
D82	كيف تقرأ اللغة الانكليزية؟	جيد جدا	جيد	ليس جيدا	لا مطلقا
D83	كيف تكتب اللغة الانكليزية؟	جيد جدا	جيد	ليس جيدا	لا مطلقا
D84	كيف تفهم افلام وفيديو باللغة الانكليزية؟	جيد جدا	جيد	ليس جيدا	لا مطلقا

الأسئلة التالية هي عن اللغة العربية.

D85	كيف تتكلم اللغة العربية؟	جيد جدا	جيد	ليس جيدا	لا مطلقا
D86	كيف تقرأ اللغة العربية؟	جيد جدا	جيد	ليس جيدا	لا مطلقا
D87	كيف تكتب اللغة العربية؟	جيد جدا	جيد	ليس جيدا	لا مطلقا
D88	كيف تفهم افلام وفيديو باللغة العربية؟	جيد جدا	جيد	ليس جيدا	لا مطلقا

الآن نريد أن نعرف إذا كنت تستعمل أحيانا اللغة الانكليزية في مواقف معينة. اختار في كل سطر ما الذي يصفك افضل:

DA1	كم مرة تفكر باللغة الانكليزية؟ هل تقول ...	دائما	غاليا	أحيانا	أبدا
DA2	كم مرة تتكلم باللغة الانكليزية في البيت؟ هل تقول ...	دائما	غاليا	أحيانا	أبدا
DA3	كم مرة تتكلم باللغة الانكليزية مع أصدقائك؟ هل تقول ...	دائما	غاليا	أحيانا	أبدا

On behalf of the Census Bureau, I want to thank everyone for your participation. Your feedback will be very helpful for the 2020 Census. Thank you again.

نيابة عن مركز التعداد السكاني، أريد أن أشكركم على مشاركتكم. تعليقاتكم سوف تساعد كثيرا في التعداد السكاني لعام ٢٠٢٠. شكرا مرة أخرى.

**Appendix C8: Moderator's Guide (includes vignette & final  
questionnaire wording)—English**

**Focus Group Moderator's guide**  
**<English Base Version>**

### Focus Group Moderator's Guide

**Language:** 7. English

**Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_ (mm/dd/yyyy)      **Start time:** \_\_\_\_\_ AM / PM

**Proficiency:** Monolingual      Bilingual

**Assigned Vignette:** Vignette 1      Vignette 2

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[ONE OF THE CO-MODERATORS HANDS THE CONSENT FORM OUT TO ALL PARTICIPANTS AS THEY ENTERED THE ROOM]

[CO-MODERATORS USE THIS EXPLANATION WITH EACH OF THE PARTICIPANT AS THEY ENTERED THE ROOM] The consent form explains everything we will be doing and it asks for your permission to audio and video record our conversation. It also explains that we will keep everything you say today confidential, meaning that we will group what everyone says and the results will not identify you personally and will only use it for research purposes to improve the Census materials. Do you have any questions before you sign it? **COLLECT SIGNED FORMS FROM EACH PARTICIPANT.**

**[THE CO-MODERATORS HELP TO SET UP THE NAME PYRAMIDS TO EACH PARTICIPANT AS THEY ENTERED THE ROOM.]** Please write down your name and set up a pyramid. SHOW THE EXAMPLE WITH CO-MODERATOR'S NAMES]

#### **SECTION A. INTRODUCTION <CO-MODERATOR #1 LEADS SECTION>**

Welcome! Thank you for coming to talk with us today. We know we all live busy lives so we really appreciate that you are taking this 90 minutes of your day to help us review materials and statements to improve and use in the 2020 Census. Every ten years the United States conducts a census, or count, of everyone who is living in this country.

I understand everyone has read the consent form. Let me know if somebody has not signed the consent form yet.

My name is [MODERATOR NAME] and I will be guiding today's conversation. I work for the Census at the Center for Survey Measurement.

#### *IF APPLICABLE:*

- [POINT TO THE CO-MODERATOR] This is [CO-MODERATOR'S NAME]. (S)he is my colleague here at the Census and will be also helping me to guide today's conversation.
- We are in a focus group room with a camera. My colleagues who are working with me on this project can watch it from the other room without getting in our way.

Let me mention a few basic rules. <CO-MODERATOR #2 LEADS SECTION>

- **First, I will be asking a lot of questions.** There are no right or wrong answers to my questions; we just want your honest opinions. We don't need to have everyone agree. In fact, if you have a view different from others it is especially important for us to hear it because you may be the only person who is representing a different point of view here today.
- **Be respectful of other's people comments.** It is fine to disagree with each other's comments. Please do not interrupt. Please wait for your turn and cordially explain to the group your point of view. We are interested in listening to everybody's opinion in a respectful manner.
- **Only one person speaks at a time and we'd like everyone to get a turn.** Please do not have a side conversation with the person sitting next to you or speak while somebody else is talking. Please speak up and let us know what you are thinking. If you are the type of person who always participates, please give a chance to others to talk.
- Due to **limited time**, I must move the discussion along and may sometimes have to interrupt in order to do so. Please do not be offended.
- **Please keep what everyone says here private.** During the group conversation, we use first names only. We keep what you say entirely confidential and I ask that each of you treat confidential what others say around the table. Your names will not be used in any reports.

**Census Bureau Building Rules.** Visitors have to be accompanied by a Census employee at all times while inside the building. If you need to leave the room, please let me know. Unfortunately, we have limited time so there are not bathroom breaks during the Focus Group conversation. Of course, if you really need to go to the restroom quietly let me know so we do not interrupt the conversation and either my colleague or I can show you where the bathroom is and we will wait for you outside.

- **Please turn off** your phone and put it away in your bag or pocket before we begin.

**ICEBREAKER <CO-MODERATOR #1 LEADS SECTION>**

Let's go around the room and have each one of you tell us briefly:

- Your first name or nickname
- Tell us what is the one thing you like best about living in the DC area.

Let me go first. My name is...

Please feel free to jump in and introduce yourself. We do not necessarily need to follow an exact order around the table.

<SINCE THIS IS A POPCORN STYLE OF INTRODUCTIONS MAKE SURE EACH PARTICIPANT HAD THE OPPORTUNITY TO DO SO.>

<ENCOURAGE EACH PERSON TO SPEAK AND PROBE FOR AGREEMENT AND DIFFERENCE IN OPINION>

**SECTION B. VIDEOS OF INTERVIEWER MESSAGES <CO-MODERATOR #2 LEADS SECTION>**

Let's get started! Let me give you a brief introduction of what we are going to talk about today.

I will show you **4** short videos. These show an interaction between a person and a Census interviewer who has come to ask them to complete the Census questionnaire. The Census designed these videos to illustrate some different scenarios Census interviewers may encounter in real life and how they might handle them.

[IMPORTANT TO MENTION: We have time to watch each video just once, so please pay attention to the interaction between the interviewer and the person who answers the door, as well as to the messages the interviewer uses and the content of what she says.] After watching each video, I will ask for your reaction and feedback. These are not perfect videos and we will value your feedback to improve them.

<SHOW THE VIDEOS AND THEN ENCOURAGE A DISCUSSION USING ASSOCIATED PROBES. WHEN ALL VIDEO PART IS DONE ASK OVERALL PROBES>

**<LANGUAGE BARRIER VIDEO>**

**<CO-MODERATOR #1 LEADS DISCUSSION>**

This first video shows a situation when the Census interviewer comes to interview someone and this person does not speak English. Please watch it while paying attention to the video especially about how the interviewer interacts with the person who opens the door. After the video, I will ask several questions about your opinions and comments.

<SHOW LANGUAGE BARRIER VIDEO IN SPANISH>

BL\_2. Is there anything you particularly **liked** about the interviewer in this video? What do you think other people would **like** about the interviewer?

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- Appearance? Gestures, eye contact?

BL\_3. Is there anything you particularly **disliked** about the interviewer in this video? What do you think other people would **dislike** about the interviewer?

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- Appearance? Gestures, eye contact?

BL\_4. Now, do you remember that the Census interviewer showed a document to the person who answered the door? I have a copy of that document and I will hand out to you what the interviewer showed to the person answering the door. **<HAND OUT LANGUAGE FLASH CARDS>**.

A Census interviewer uses this card, to identify the language a person prefers to speak and in communicate in at the moment of the interview.



- What do you think about this card? What the interviewer said (words, tone, attitude)?
- Do you think this card can work well in a situation like this? Why or why not? [IF NECESSARY: for example, a situation where you and the interviewer do not speak the same language and cannot communicate].

**<UNAWARE VIDEO>**

**<CO-MODERATOR #2 LEADS DISCUSSION>**

Thank you. I have another video to show you. In this video, both the interviewer and the person interviewed speak English. Again, I will ask you some questions after you watch this video.

[IF A REMINDER ABOUT THE CONTENT OF THE VIDEO IS NECESSARY: This video is for training purposes and the Census Bureau needs your feedback. Please watch it while paying attention to the video, especially how the interviewer interacts with the interviewed person. After the video, I will ask several questions about your opinions and comments.]

**<SHOW UNAWARE VIDEO>**

BU\_2. Is there anything you particularly **liked** about the interviewer in this video? What do you think other people would **like** about the interviewer?

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- Appearance? Gestures, eye contact?

BU\_3. Is there anything you particularly **disliked** about the interviewer in this video? What do you think other people would **dislike** about the interviewer?

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- Appearance? Gestures, eye contact?

BU\_6. If you were the person who is being interviewed in this video, would you be willing to complete the Census questionnaire after the interviewer talked with you? Why or why not?

[IF TIME, IF R COMMENTS ON THE ORDER OF THE VIDEO MESSAGE] What seems [strange, out of order, weird] with the message? How would you change it to encourage people to participate?

**<FEAR/MISTRUST OF GOVERNMENT VIDEO>**

**<CO-MODERATOR #1 LEADS DISCUSSION>**

Thank you. Let me show you the next video. Again, I will ask you some questions after you watch this video.

[IF A REMINDER ABOUT THE CONTENT OF THE VIDEO IS NECESSARY: The purpose of this video is for training purposes and the Census Bureau needs your feedback. Please watch it while paying attention

to the video especially about how the interviewer interacts with the interviewed person. After the video, I will ask several questions about your opinions and comments.]

<SHOW FEAR/MISTRUST OF GOVERNMENT VIDEO>

BF\_2. Is there anything you particularly **liked** about the interviewer in this video? What do you think other people like you would **like** about the interviewer?

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- Appearance? Gestures, eye contact?

BF\_3. Is there anything you particularly **disliked** about the interviewer in this video? What do you think other people like you would **dislike** about the interviewer?

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- Appearance? Gestures, eye contact?

BF\_6. If you were the person in this video, would you be willing to complete the Census questionnaire after the interviewer talked with you? Why or why not?

[IF TIME, IF R COMMENTS ON THE ORDER OF THE VIDEO MESSAGE] What seems [strange, out of order, weird] with the message? How would you change it to encourage people to participate?

<LOW ENGAGEMENT VIDEO>

<CO-MODERATOR #2 LEADS DISCUSSION>

Thank you. Let me show you the next video. Again, I will ask you some questions after you watch this video.

[IF A REMINDER ABOUT THE CONTENT OF THE VIDEO IS NECESSARY: This video is for training purposes and the Census Bureau needs your feedback. Please watch it while paying attention to the video especially about how the interviewer interacts with the interviewed person. After the video, I will ask several questions about your opinions and comments.]

<SHOW LOW ENGAGEMENT VIDEO>

BE\_2. Is there anything you particularly **liked** about the interviewer in this video? What do you think other people like you would **like** about the interviewer?

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- Appearance? Gestures, eye contact?

BE\_3. Is there anything you particularly **disliked** about the interviewer in this video? What do you think other people like you would **dislike** about the interviewer?

PROBE AND PROVIDE DETAILS IF NEEDED:

- What the interviewer said (words, tone, attitude)?
- Appearance? Gestures, eye contact?

BE\_6. If you were the interviewed person in this video, would you be willing to complete the Census questionnaire after the interviewer talked with you? Why or why not?

BO\_7. [DO NOT SPEND MUCH TIME ON THIS DISCUSSION. IF R ASKS ABOUT THE **SECURITY WARNING CARD**, MODERATOR TO HOLD UP REGULAR SIZED CARD]

If you were the interviewed person in the video, when the interviewer handed you this card, would you read it at that time?

[IF TIME, IF R COMMENTS ON THE ORDER OF THE VIDEO MESSAGE] What seems [strange, out of order, weird] with the message? How would you change it to encourage people to participate?

<Overall Reactions to the Videos>

<CO-MODERATOR #1 LEADS DISCUSSION>

BO\_1. Thinking back to all 4 videos we just saw, what did the interviewer say that was **MOST LIKELY** to encourage people to participate?

BO\_2. In general, what statements would be **MOST LIKELY** to encourage people to participate in the Census?

BO\_3. [USING FLIPCHART TO RECORD]

Monolingual Group	Bilingual Group
In your opinion, what are some reasons why people in your community may not participate in the Census?	In your opinion, what are some reasons why [people like you in your community <b>who are bilingual</b> may participate in the Census?

- Of all the reasons listed here, what would be the main concern that would make people in your community in general less likely to participate?
- What would be your main concern?

BE\_4. Thinking back to what the interviewer said to the interviewed people:

- Was there anything that some people may find confusing or difficult to understand?
- Was there anything that did not sound natural or was inappropriate?

[IF TIME, IF THE ORDER OF THE VIDEO MESSAGES HAVE NOT BEEN DISCUSSED]

BO\_6. What seems [strange, out of order, weird] with the message in [video number or content] video? What would make it better? What would make it easier to understand?

**SECTION C. PROBES ABOUT FILLING OUT SURVEYS**

Thank you. Before we finish our conversation, I'd like us to change gears and do two activities that are very different from what we've done so far. First, I would like you to think about when you are filling out forms or surveys.

1. If you find yourself having trouble with a form or survey, what do you do at home?
  - a. Do you ask for help? Who tends to help you?
2. Are there other things you do when you have trouble filling out forms?

**SECTION D. VIGNETTE**

**<CO-MODERATOR #2 LEADS DISCUSSION>**

**[CO-MODERATORS: MAKE SURE RESPONDENTS' ID APPEARS IN THE DOCUMENT: P1, P2...]**

**Vignette #1 – Proxy reporting of English-speaking ability**

Thank you. Now we will do something very different. I will hand out a sheet of paper which has a few questions. While I'm doing this, please think of a person you know in your personal life whose first language is not English but speaks English.

**<HAND OUT THE LANGUAGE SHEET AND HAVE RS WRITE DOWN THEIR ID AT THE BOTTOM>**

Once you get the sheet, please write down your ID at the bottom of the sheet and fill out the questions on the sheet while thinking of the person you know whose first language is not English but speaks English. Your ID for today is written on your name card [SHOW RESPONDENTS].

**<ONCE RESPONDENTS HAVE THE LANGUAGE SHEET, READ THE QUESTIONS ONE AT A TIME>**

*Language Sheet for Participants to fill out*

<p style="text-align: center;"><b>SECTION C. Vignette #1</b></p> <p>Please think of a person you know in your personal life whose first language is not English but speaks English.</p> <p>How well does this person speak English?</p> <p><input type="checkbox"/> Very well</p> <p><input type="checkbox"/> Well</p> <p><input type="checkbox"/> Not well</p> <p><input type="checkbox"/> Not at all</p> <p>Please write why you answered the way you did at the question above.</p> <hr/> <hr/>
--

Now that you have filled this out I'm going collect the pens and we will talk about your answers. Remember there are no right or wrong answers, we just want to learn what you think.

C1\_1. What did you write in the sheet? How did you come up with your answer?

C1\_2. Did anybody write anything else?

C1\_3a. Sometimes the Census Bureau asks survey participants to say how well another person speaks English. Today when you answered the question about how well this other person speaks English, what were you thinking about?

C1\_3b. [IF NEEDED] Did you think only about speaking, or did you also think about reading, writing, and listening?

C1\_3c. Probe deleted intentionally

C1\_4a. We're also interested in how survey participants choose between describing someone else as speaking English "well" or "very well". What would a person have to be able to do in order to be considered speaking English "very well"?

C1\_4b. What is the difference between speaking English "well" and speaking "very well"? [IF NEEDED: What can people who speak 'very well' do that people who only speak 'well' cannot do?]

**[Bilinguals only]**

C1\_5. Do you think the option of responding in other languages that are not English motivates bilinguals to participate in the Census?

**Vignette #2 –US born children and race**

Next, I am going to hand out another piece of paper. Please write down your ID at the bottom again.

<HAND OUT THE RACE SHEET>

**[CO-MODERATORS: MAKE SURE RESPONDENTS' ID APPEARS IN THE DOCUMENT: P1, P2...]**

Did everyone get one sheet? I will read the description shown here.

< READ OUT THE VIGNETTE DESCRIPTION ALOUD.>

Maria and her husband Pedro both identify as Hispanic and were born in Mexico. They have a son who was born here in the US. How should they answer this question about their son?

Please fill out the question about the son.

What is this person's race or ethnicity? Mark all boxes that apply AND print ethnicities in the spaces below. Note, you may report more than one group.

**Q. What is this person's race or ethnicity?**  
*Mark all boxes that apply **AND** print ethnicities in the spaces below.*  
*Note, you may report more than one group.*

☐ **WHITE** – Provide details below.

<input type="checkbox"/> German	<input type="checkbox"/> Irish	<input type="checkbox"/> English
<input type="checkbox"/> Italian	<input type="checkbox"/> Polish	<input type="checkbox"/> French

*Print, for example, Scottish, Norwegian, Dutch, etc.*

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☐ **HISPANIC, LATINO, OR SPANISH** – Provide details below.

<input type="checkbox"/> Mexican or Mexican American	<input type="checkbox"/> Puerto Rican	<input type="checkbox"/> Cuban
<input type="checkbox"/> Salvadoran	<input type="checkbox"/> Dominican	<input type="checkbox"/> Colombian

*Print, for example, Guatemalan, Spaniard, Ecuadorian, etc.*

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☐ **BLACK OR AFRICAN AMERICAN** – Provide details below.

<input type="checkbox"/> African American	<input type="checkbox"/> Jamaican	<input type="checkbox"/> Haitian
<input type="checkbox"/> Nigerian	<input type="checkbox"/> Ethiopian	<input type="checkbox"/> Somali

*Print, for example, Ghanaian, South African, Barbadian, etc.*

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

☐ **ASIAN** – Provide details below.

<input type="checkbox"/> Chinese	<input type="checkbox"/> Filipino	<input type="checkbox"/> Asian Indian
<input type="checkbox"/> Vietnamese	<input type="checkbox"/> Korean	<input type="checkbox"/> Japanese

*Print, for example, Pakistani, Cambodian, Hmong, etc.*

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## Decennial Census Language Research

<input type="checkbox"/>	<b>AMERICAN INDIAN OR ALASKA NATIVE</b> – <i>Print, for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Tlingit, etc.</i>
<div></div>	
<input type="checkbox"/>	<b>MIDDLE EASTERN OR NORTH AFRICAN</b> – <i>Provide details below.</i> <input type="checkbox"/> Lebanese <input type="checkbox"/> Iranian <input type="checkbox"/> Egyptian <input type="checkbox"/> Syrian <input type="checkbox"/> Moroccan <input type="checkbox"/> Israeli <i>Print, for example, Algerian, Iraqi, Kurdish, etc.</i>
<div></div>	
<input type="checkbox"/>	<b>NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER</b> – <i>Provide details below.</i> <input type="checkbox"/> Native Hawaiian <input type="checkbox"/> Samoan <input type="checkbox"/> Chamorro <input type="checkbox"/> Tongan <input type="checkbox"/> Fijian <input type="checkbox"/> Marshallese <i>Print, for example, Palauan, Tahitian, Chuukese, etc.</i>
<div></div>	
<input type="checkbox"/>	<b>SOME OTHER RACE OR ETHNICITY</b> – <i>Print details.</i>
<div></div>	

C2\_1. What did you answer in this question? Please tell me what you wrote. <GO AROUND THE ROOM AND RECORD ALL RS' ANSWERS ON A FLIPCHART>

C2\_2. Would you tell me how you came up with your answer?

C2\_3. Does any of you want to change your answer after hearing others' opinions?

**SECTION E. Language Information Sheet**

**[ONLY ENGLISH MONOLINGUALS]**

**THANK YOU FOR PARTICIPATING IN TODAY'S FOCUS GROUP. PLEASE COMPLETE THE FOLLOWING INFORMATION SHEET.**

The following questions are about the English language. For each row, choose what best describes you: very well, well, not well, or not at all.

	Very Well	Well	Not well	Not at all
DB1. How well do you speak English?				
DB2. How well do you read English?				
DB3. How well do you write in English?				
DB4. How well do you understand movies and videos in English?				

On behalf of the Census Bureau, I want to thank everyone for your participation. Your feedback will be very helpful for the 2020 Census. Thank you again.

**[ONLY ENGLISH BILINGUALS]**

**THANK YOU FOR PARTICIPATING IN TODAY'S FOCUS GROUP. PLEASE COMPLETE THE FOLLOWING INFORMATION SHEET.**

The following questions are about the English language. For each row, choose what best describes you: very well, well, not well, or not at all.

	Very Well	Well	Not well	Not at all
DB1. How well do you speak English?				
DB2. How well do you read English?				
DB3. How well do you write in English?				
DB4. How well do you understand movies and videos in English?				

The next questions are about your native language (not English).

Write down your native language:

	Very Well	Well	Not well	Not at all
DB5. How well do you speak in your native language?				
DB6. How well do you read in your native language?				
DB7. How well do you write in your native language?				
DB8. How well do you understand movies and videos in your native language?				

Now, we would like to know how often you use English in certain situations. For each row, choose what best describes you: almost always, often, sometimes or "almost never."

Language use	Almost always	Often	Some-times	Almost never
DA1. How often do you think in English? Would you say...				
DA2. How often do you speak English at home? Would you say...				
DA3. How often do you speak English with your friends? Would you say...				

On behalf of the Census Bureau, I want to thank everyone for your participation. Your feedback will be very helpful for the 2020 Census. Thank you again.

## **Appendix D: Consent Forms**

## **Appendix D1: Consent Form—English base version**

## Decennial Census Language Research

### FOCUS GROUP CONSENT FORM

The U.S. Census Bureau routinely tests materials used for collecting data or disseminating data in order to produce the best products possible. You are invited to participate voluntarily in this focus group, which is being conducted for the Census Bureau by RTI International (RTI), a not-for-profit research firm / Research Support Services (RSS). The purpose of this focus group is to help the Census Bureau develop messages to gain cooperation and encourage participation in the decennial Census. You are one of up to 288 people asked to participate in this study.

This focus group will take approximately 90 minutes. During the group discussion, we will ask you to watch some video clips and tell us what you liked or disliked about them. We will also ask you to fill out a couple of Census-like type questions and ask your opinions about these questions. Throughout the group discussion you can help us by describing anything you find confusing or difficult to understand. In appreciation for your participation in this project, you will receive \$75.00 at the end of the group discussion.

In order to have a complete record of your comments, the focus group session will be audio and video recorded. We plan to use the recordings to improve these census materials. Only staff directly involved in the research project will have access to the recording. We may also have members of the Census Bureau project team observe the group discussion.

While we would prefer that you answer all questions, you may skip any question or you may leave the discussion at any time. Your participation in this study is voluntary. Even if you choose not to participate, you will not lose any benefits or services that you may be receiving from any governmental agency. There are no direct benefits to you for participating in this study, but your answers will help the Census Bureau improve the materials used for the decennial census.

All information collected from you as a study participant is protected by Title 13 of the United States Code (Sections 141, 193, 221, and 223). RTI/RSS and the Census Bureau will keep your personal information confidential, and your responses during the focus group will be combined with the responses of others in a summary report that does not identify you individually. There are no expected risks to participating in this study.

If you have any questions about the study you may telephone the RTI project director, Mandy Sha, at 1-800-334-8571, ext. 25266. If you have any questions about your rights as a research participant in this study, you may contact the Office of Research Protection at RTI International at 1-866-214-2043, a toll-free number.

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I have read and understand the statements above. I consent to participate in this group discussion.

**I have volunteered to participate in this Census Bureau research study. I also give permission to have this session video and audio taped for the purposes stated above.**

Signature of participant: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Signature of Person Who Obtained Consent: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## **Appendix D2: Consent Form—Spanish**

**Estudio sobre el Censo de Población Decenal**  
**FORMULARIO DE CONSENTIMIENTO PARA LA REUNIÓN DE DISCUSIÓN (GRUPO DE ENFOQUE)**

La Oficina del Censo de los Estados Unidos frecuentemente hace pruebas con los materiales usados para la recolección de datos o divulgación de datos con la finalidad de producir los mejores materiales posibles. Le invitamos a participar de manera voluntaria en esta reunión de discusión o grupo de enfoque, el cual está siendo llevado a cabo por [RTI International (RTI), una firma sin fines de lucro que lleva a cabo estudios en general / Research Support Services (RSS)], bajo contrato con la Oficina del Censo. El propósito de esta reunión es ayudar a la Oficina del Censo a crear mensajes para obtener cooperación y alentar la participación de la gente en el censo de población que se hace cada diez años. Usted es una de las 288 personas a las que se les está pidiendo que participen en este estudio.

Esta reunión tomará aproximadamente 90 minutos. Durante la reunión, le pediremos que mire algunos videos y nos diga lo que le gustó o no le gustó de ellos. También le pediremos que conteste unas preguntas parecidas a las que se usan en el censo y le pediremos su opinión sobre estas preguntas. Durante la reunión, usted puede ayudarnos describiendo cualquier cosa que le parezca confusa o difícil de entender. Como agradecimiento por su participación en este proyecto, usted recibirá \$75.00 al finalizar la reunión.

Para tener un registro completo de sus comentarios, la reunión será grabada en audio y video. Tenemos planeado usar las grabaciones para mejorar las preguntas del cuestionario del Censo. Únicamente el personal que participa directamente en este proyecto tendrá acceso a las grabaciones. Es posible que algunos miembros de la Oficina del Censo observen la reunión.

Aunque nos gustaría que conteste todas las preguntas, usted puede dejar cualquier pregunta sin responder o puede irse de la reunión en cualquier momento. Su participación en este estudio es voluntaria. Aunque usted decida no participar, no perderá ningún beneficio o servicio que esté recibiendo de cualquier agencia de gobierno. No hay beneficios directos para usted por participar en este estudio, pero sus respuestas ayudarán a la Oficina del Censo a mejorar los cuestionarios usados en el censo que se hace cada diez años.

Toda la información que obtengamos sobre usted como participante en un estudio está protegida por el Título 13 del Código de los Estados Unidos (Secciones 141, 193, 221, and 223). RTI/RSS y la Oficina del Censo mantendrán su información personal de manera confidencial, y las respuestas que nos dé durante la reunión se añadirán a las respuestas de otras personas y serán resumidas en un informe que no le identificará a usted en particular. No se espera que haya ningún riesgo por participar en este estudio.

Si tiene alguna pregunta sobre el estudio, puede comunicarse con la directora del proyecto en RTI, Mandy Sha, llamando al 1-800-334-8571, extensión. 25266 (La Sra. Sha habla español). Si tiene alguna pregunta sobre sus derechos como participante en este estudio, puede comunicarse con la Oficina de Protección para Estudios de RTI Internacional al número de teléfono gratuito 1-866-214-2043.



He leído y entiendo lo que se describe arriba. Estoy de acuerdo en participar.

**Acepto participar de manera voluntaria en este estudio para la Oficina del Censo. Autorizo que esta reunión sea grabada en video y audio para los propósitos arriba mencionados.**

Firma del/de la Participante: \_\_\_\_\_ Fecha: \_\_\_\_/\_\_\_\_/\_\_\_\_

Firma de la Persona que Recibió el Consentimiento: \_\_\_\_\_ Fecha: \_\_\_\_/\_\_\_\_/\_\_\_\_

## **Appendix D3: Consent Form—Russian**

## Multilingual Research for 2020 Census Questionnaires

*ПИСЬМЕННОЕ СОГЛАСИЕ УЧАСТНИКА*

Бюро переписи населения США регулярно тестирует методологические материалы, используемые для сбора или распространения данных, с целью формирования наиболее высококачественных статистических продуктов. Вас пригласили принять добровольное участие в фокус-группе, которую проводит Служба поддержки научно-исследовательской работы (RSS, Inc.) по заказу Бюро переписи населения и RTI International. Цель нашей сегодняшней фокус-группы - помочь Бюро Переписи населения усовершенствовать материалы необходимые для того, чтобы сотрудники, проводящие перепись, могли установить эффективное взаимодействие с опрашиваемыми лицами и убедить их принять участие в переписи населения. Вы входите в число тех (всего около 288 человек), кого пригласили участвовать в этом научном исследовании.

Дискуссия займет приблизительно 90 минут. Во время группового обсуждения, мы попросим Вас посмотреть и прокомментировать короткие видео – рассказать о том, что Вам понравилось или не понравилось в них. Мы также попросим Вас ответить на несколько типичных вопросов, которые возможно будут использованы в анкетах переписи и попросим Вас высказать свое мнение о них. Очень важно, чтобы в течение обсуждения Вы говорили о всем том, что Вам показалось запутанным или трудным для понимания, и о том что вводит Вас в заблуждение.

В благодарность за Вашу помощь Вы получите 75 долларов по окончании дискуссии.

Чтобы сохранить все Ваши ответы, нам потребуется записать работу фокус-группы на видео и аудиомagnetofоны. Эти записи планируется использовать при работе над новой версией документов для предстоящей переписи населения. Только те сотрудники, которые непосредственно работают в данном исследовании, имеют доступ к этим записям. Также возможно, что представитель Бюро переписи населения может присутствовать и наблюдать за работой фокус-группы.

У Вас есть полное право не отвечать на вопросы или прекратить своё участие в фокус-группе в любой момент, хотя мы, конечно, надеемся, что Вы ответите на все вопросы. Вы принимаете участие в фокус-группе добровольно, и в случае, если Вы решите не участвовать, Вы не рискуете лишиться никаких льгот или услуг, если таковые Вам предоставляются каким-либо государственным учреждением. Участие в фокус-группе не несет для Вас никаких прямых выгод, но Ваши ответы помогут Бюро переписи населения США в подготовке материалов для очередной переписи населения.

Вся информация, полученная от Вас в рамках этого исследования, охраняется статьей 13 Кодекса законов США (разделы 141, 193, 221 и 223). RSS и Бюро переписи населения гарантируют конфиденциальность Вашего участия в исследовании, а информация, которую Вы предоставите, будет обработана наравне с информацией других участников и выложена в сводке результатов исследования, при этом идентифицировать Вашу личность будет невозможно. Никакого риска участие в этом проекте не несет.

По всем вопросам, касающимся этого научного исследования, обращайтесь к директору проекта в RTI Мэнди Ша по телефону 1-800-334-8571, добавочный 25266. Если у Вас есть вопросы относительно Ваших прав как участника этого исследования, Вы можете обратиться в Office of Research Protection в RTI International по бесплатному телефону 1-866-214-2043.

Я прочитал(а) и понимаю смысл вышеизложенного. Я согласен(на) участвовать в фокус-группе.

**Я добровольно участвую в научном исследовании, проводимом Бюро Переписи Населения. Я также даю своё согласие на видео и аудио запись в целях, изложенных выше.**

Подпись участника: \_\_\_\_\_ Дата: \_\_\_\_/\_\_\_\_/\_\_\_\_

Подпись лица, получившего согласие: \_\_\_\_\_ Дата: \_\_\_\_/\_\_\_\_/\_\_\_\_

## **Appendix D4: Consent Form—Chinese**

**十年一次人口普查 语言研究项目  
专题小组讨论会同意书**

美国人口普查局对于用来收集数据或是发表资料的材料，都会做定期的测试来确保最好的结果。我们邀请您参加这个专题小组讨论会。这个专题小组讨论会是美国人口普查局委托 RTI 研究所和 RSS 研究公司进行的。RTI 研究所是一个非营利性研究机构。这个专题小组讨论会的目的是为了帮助人口普查局起草可以促进民众合作和鼓励大家参加人口普查的信息。一共有 288 人被邀请参加此项研究，而您是其中一位。

这次专题小组讨论会大约需要 90 分钟的时间。在专题小组讨论会中，我们会请您分别看几个简短录像，然后请您告诉我们，您对这些录像喜欢或是不喜欢的地方。接着请您填写几个类似人口普查的问题，之后我们会询问您对这些问题的看法。在专题小组讨论会中，如果您有任何感到困惑或是不理解的地方，请不要保留，尽管向我们反应。最后，我们将在专题小组讨论会结束后提供 75 美金以表达我们对您参加此项研究的谢意。

我们会把这个专题小组讨论会的全过程录影下来，以帮助我们之后得到完整的讨论记录。这份录像记录将会用于帮助改进人口普查材料。只有负责这项研究的人员才会看到这份录像记录。人口普查局的工作人员也有可能亲自观察专题小组讨论会的过程。

虽然我们希望您可以回答所有的问题，但是您也可以选择不回答专题小组讨论会中的任何问题。您参加这项专题小组讨论会完全是自愿的。即使您选择不参加本次专题小组讨论会，您也不会因此而失去您原本应当从政府机构得到的任何福利或服务。您个人对这项研究的参与并没有直接的好处，但是您的回答将会帮助人口普查局改进十年一次的人口普查。

您在这次专题小组讨论会提供的信息是受到《美国法律》第 13 章的保护（141, 193, 221, 以及 223 节）。RTI/RSS 及人口普查局会对您个人资料保密。我们会将您以及其他参加者在专题小组讨论会上提供的信息写成综合报告，综合报告中不会披露您的个人身份。参与此项专题小组讨论会也不会给您带来任何风险。

如果您对这项研究有任何问题，可以打电话询问该项目主任，Mandy Sha 女士。她的电话号码是：1-800-334-8571，分机号：25266。作为这项专题小组讨论会的参加者，如果您对您的权利有任何疑问，可以打电话询问 RTI 研究所的研究保护办公室，他们的免费电话号码是：1-866-214-2043。

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我已经读了而且理解以上文件内容。我同意参加这次专题小组讨论会。

**我同意参加这项人口普查局的研究。同时我也同意以上所述目的而接受录音录像。**

参加者姓名 \_\_\_\_\_

参加者签名 \_\_\_\_\_

日期 \_\_\_\_/\_\_\_\_/\_\_\_\_

获得参加者同意书的人员签名 \_\_\_\_\_

日期 \_\_\_\_/\_\_\_\_/\_\_\_\_

## **Appendix D5: Consent Form—Korean**

## 센서스 언어 연구

### 연구 동의서

미국 인구 조사국은 정확한 통계 생산을 위해 조사에 사용되는 여러 자료에 대한 테스트를 정기적으로 실시합니다. 귀하는 인구조사국이 비영리 연구기관 RTI 인터내셔널에 의뢰해 수행하는 포커스 그룹에 대해 자발적 참여를 요청 받으셨습니다. 이 포커스 그룹은 다음번 인구 조사 센서스 응답 증진을 위한 메시지 개발과 검토를 목적으로 하며, 귀하는 RTI에 협조를 요청 받은 288 명의 참여자 중 하나입니다.

포커스 그룹 토론은 약 90분정도 걸릴 예정입니다. 토론 동안 저희는 귀하에게 짧은 비디오를 몇 가지 보여드린 후 그에 대한 의견을 부탁드립니다. 또, 몇 개의 센서스와 유사한 질문에 응하신 후, 관련한 의견도 여쭙겠습니다. 토론이 끝난 후 귀하는 참여에 대한 감사의 표시로 75달러를 받으실 것입니다.

귀하의 의견을 놓치지 않고 기록하기 위해 이 토론 내용은 녹화됩니다. 녹화 내용은 센서스 자료의 개선을 위해 사용되며, 관련 직원들만 접근 가능합니다. 인구 조사국 직원이 이 포커스 그룹을 관찰할 수도 있습니다.

저희는 귀하가 모든 질문에 대답해 주실 것을 바라지만, 굳이 응답하고 싶지 않은 질문이 있다면, 대답하지 않으셔도 됩니다. 귀하의 참여는 자발적이며, 참여하지 않으시더라도, 귀하가 정부로부터 받는 혜택이나 서비스에는 아무런 변동이 없습니다. 이 연구에 참여함으로써 귀하가 받는 직접적인 혜택은 없지만, 귀하의 참여는 인구 조사국이 다음번 인구 조사 센서스에 쓰일 자료를 더욱 잘 준비할 수 있도록 돕게 됩니다.

귀하가 제공하는 모든 정보는 미 연방법(13조 141항, 193항, 221항 및 223 항)에 의해 엄격히 보호됩니다. RTI와 인구 조사국은 귀하의 신상 정보를 보호하며, 토론 내용 역시 다른 참가자들의 응답과 함께 요약되어 보고서에 포함되므로, 귀하의 신원을 확인하는 것은 불가능합니다. 인터뷰 참여에 관련한 위험은 전혀 예상되지 않습니다.

연구 관련 질문이 있을 경우에는 박현주(415-848-1393)에게, 연구 참여자로서 권리에 대한 질문이 있을 경우에는 RTI 인터내셔널 연구자 보호 사무실(무료전화: 1-866-214-2043)로 전화 주십시오.

나는 위의 내용을 읽고 이해하였습니다. 나는 이 토론 참여에 동의합니다.

나는 자발적으로 이 인구 조사국의 연구에 참여하며, 이 토론에 대한 상기 연구 목적의 녹화에 동의합니다.

응답자 서명: \_\_\_\_\_ 날짜: \_\_\_\_\_

동의를 받은 사람의 서명: \_\_\_\_\_ 날짜: \_\_\_\_\_



## **Appendix D6: Consent Form—Vietnamese**

## **Nghiên Cứu về Ngôn Ngữ cho Thống Kê Dân Số Mỗi Thập Niên**

### **BẢN CHẤP THUẬN THAM GIA BUỔI THẢO LUẬN NHÓM**

Cục Thống K Dn Số Hoa Kỳ vẫn thường xuyên thử nghiệm các tài liệu để thu thập thông tin hay phản hồi dữ liệu nhằm tạo ra những tài liệu tốt nhất. Quý vị được mời tự nguyện tham gia trong buổi thảo luận nhóm này, do RTI International (RTI), một cơ quan nghiên cứu phi lợi nhuận do Văn Phòng Dịch Vụ Yểm Trợ Nghiên Cứu (RSS – *Research Support Services*) đảm trách cho Cục Thống K Dn Số. Mục đích của buổi thảo luận nhóm này là để gặp Cục Thống K Dn Số Hoa Kỳ phát triển những thông điệp nhằm tăng cường sự hợp tác và khuyến khích mọi người tham gia vào Thống K Dn Số mỗi thập niên. Quý vị là một trong số 288 người được mời tham gia vào nghiên cứu này.

Buổi thảo luận nhóm này sẽ kéo dài khoảng 90 phút. Trong buổi thảo luận nhóm, chúng tôi sẽ cho quý vị xem một vài đoạn video và sẽ hỏi ý kiến quý vị thích hoặc không thích những chỗ nào trong những đoạn video này. Chúng tôi cũng sẽ xin quý vị trả lời một vài câu hỏi tương tự như những câu hỏi Thống K Dn Số và hỏi ý kiến của quý vị về những câu hỏi này. Trong suốt buổi thảo luận nhóm, quý vị sẽ gặp chúng tôi bằng cách diễn tả và giải thích những chỗ nào khiến quý vị thấy không rõ ràng hoặc khó hiểu. Để cảm ơn quý vị đã tham gia vào dự án này, chúng tôi xin gửi mỗi người \$75 ngay sau buổi thảo luận nhóm.

Để có thể lưu lại trọn vẹn tất cả các ý kiến của quý vị, buổi thảo luận nhóm sẽ được thu âm và thu hình. Phương tiện của chúng tôi sẽ đăng những ý kiến thu lại hơn nay để cải tiến những tài liệu Thống K Dn Số này. Chỉ cần nhìn vào việc trực tiếp trong dự án nghiên cứu này mới được tiếp cận với những tài liệu thu âm. Chúng tôi cũng có thể có một vài nhìn vào trong nhóm nghiên cứu của Cục Thống K Dn Số quan sát buổi thảo luận nhóm này.

Mặc dù chúng tôi mong muốn quý vị sẽ trả lời tất cả các câu hỏi, quý vị vẫn có thể bỏ qua bất cứ câu hỏi nào và có thể rời buổi thảo luận bất cứ lúc nào. Sự tham gia của quý vị trong cuộc nghiên cứu này là tự nguyện. Ngay cả khi quý vị quyết định không tham gia, quý vị sẽ không bị mất đi những dịch vụ và quyền lợi nào mà quý vị đang được nhận từ các cơ quan chính phủ. Quý vị cũng không trực tiếp được hưởng lợi gì khi tham gia cuộc nghiên cứu này, nhưng các câu trả lời của quý vị sẽ giúp Cục Thống K Dn Số cải tiến các tài liệu sẽ được đăng trong cuộc Thống K Dn Số mỗi mười năm một lần (mỗi thập niên).

Là một người tham gia nghiên cứu, tất cả các thông tin chúng tôi thu thập được từ quý vị sẽ được bảo vệ bởi Tiêu Đề 13 của Bộ Luật Hoa Kỳ (Phần 141, 193, 221, và 223). RTI/RSS và Cục Thống K Dn Số sẽ bảo mật các thông tin cá nhân của quý vị, và các câu trả lời của quý vị sẽ được kết hợp với những câu trả lời của những người khác trong một bản tường trình tổng kết mà các nhân viên quý vị sẽ không bị nhận dạng.

Nếu quý vị có bất cứ câu hỏi gì về cuộc nghiên cứu này, quý vị có thể gọi Bà Mandy Sha, Giám Đốc Dự án RTI, số điện thoại 1-800-334-8571, ext. 25266. Nếu quý vị có thắc mắc gì về quyền của người tham gia trong cuộc nghiên cứu này, quý vị có thể liên lạc với Văn Phòng Bảo Vệ Nghiên Cứu (*Research Protection*) tại RTI International, số điện thoại miễn phí 1-866-214-2043.

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Tôi đã đọc và hiểu nội dung được viết trên đây. Tôi đồng ý tham gia buổi thảo luận nhóm này.

**Tôi đã tự nguyện tham gia cuộc nghiên cứu này của Cục Thống K Dn Số. Tôi cũng chấp thuận cho phép buổi thảo luận này được thu hình và thu âm với mục đích để được trình bày ở trên.**

**Focus Group ID:**                     

**Your ID:**

Chữ ký của người tham gia: \_\_\_\_\_ Ngày: \_\_\_\_/\_\_\_\_/\_\_\_\_

Chữ ký của người nhận bản chấp thuận: \_\_\_\_\_ Ngày: \_\_\_\_/\_\_\_\_/\_\_\_\_

Focus Group ID: V\_\_\_\_\_

Your ID: P\_\_\_\_\_

## **Appendix D7: Consent Form—Arabic**

**Decennial Census Language Research  
FOCUS GROUP CONSENT FORM**

يقوم مكتب التعداد السكاني للولايات المتحدة الأمريكية دورياً باختبارات لمواد تستعمل في جمع ونشر بيانات بهدف الحصول على احسن النتائج الممكنة. انت مدعو لتشارك، اختياريًا في مجموعة النقاش التي تجريها RTI International والتي هي مؤسسة أبحاث ، لا تتوخى الربح، و تعمل لصالح مكتب التعداد السكاني. الغاية من مجموعة النقاش هذه، هي مساعدة مكتب التعداد السكاني في تكوين رسائل تسهل التعاون وتشجيع المشاركة في التعداد السكاني الذي يحصل كل عشر سنوات. وانت واحد من بين 288 شخصاً تقريباً تم سؤالهم للمشاركة بهذه الدراسة.

مجموعة النقاش تستغرق حوالي 90 دقيقة تقريباً. اثناء مجموعة النقاش سوف نطلب منك أن تنظر الى الأشرطة المرئية والمسموعة وتقول لنا إذا أعجبتك أم لا. وسوف نطلب منك أيضاً أن تجيب عن بعض الأسئلة المتعلقة بالتعداد وان تعطينا رأيك فيها. اثناء مجموعة النقاش باستطاعتك أن تساعدنا بوصف أي شيء قد وجدته محيراً أو صعباً للفهم. تقديراً لمشاركتك في هذا المشروع سوف تحصل على مبلغ 75 دولاراً في ختام النقاش.

مجموعة النقاش سوف تسجل بشريط مرئي وسمعي ولكي يكون لدينا سجل كامل بالإقتراحات التي قدمتها. سوف نستخدم هذه التسجيلات لتحسين مواد التعداد. التسجيل متوفر فقط للموظفين المكلفين بهذا المشروع. يمكن أيضاً لأعضاء مكتب التعداد السكاني لهذا المشروع أن يراقبوا مجموعة النقاش.

نحن نفضل ان تجيب على كل الأسئلة، لكن باستطاعتك أن تحذف بعضها أو حتى يمكنك أن تنهي المقابلة في أي وقت . مشاركتك في هذه الدراسة هي طوعية، واذا اخترت أنك لا تريد المشاركة ، فاعلم أنك لن تخسر شيئاً من المنافع الحكومية التي قد تتلقاها من أي دائرة حكومية. ليس لك أي فائدة مباشرة بسبب مشاركتك بهذه الدراسة ، لكن إجاباتك سوف تساعد مكتب التعداد السكاني في تحسين المواد المستعملة في التعداد الذي يحصل كل عشر سنوات.

كل المعلومات التي حصلنا عليها منك كمشارك في الدراسة هي مصادرة بموجب قانون الولايات المتحدة، المادة 13 ( أقسام 222, 221, 193, 141 ). مؤسسة RTI/RSS ومكتب التعداد السكاني سوف يبقيان معلوماتك الخاصة سرية، وأجوبتك في مجموعة النقاش ستضم الى إجابات الأشخاص الآخرين في تقرير ملخص لا يشير إليك شخصياً. ليس هناك مخاطر متوقعة من جراء مشاركتك بهذه الدراسة.

إذا كان لديك أسئلة تتعلق بالدراسة يمكنك الاتصال بمديرة المشروع ل RTI ماندي شا على الرقم: 1-800-334-8571, Ext. 25266 وإن كان لديك أسئلة تتعلق بحقوقك كمشارك بهذه الدراسة، يمكنك أن تتصل بمكتب حماية الأبحاث:

Office of Research Protection at RTI International RTI International 1-866-214-2043

وهو رقم مجاني.

قرأت وتفهممت النص أعلاه ، وأوافق على المشاركة في النقاش مع المجموعة.

أنا اخترت طوعاً المشاركة بهذه الدراسة لمكتب التعداد السكاني. وأنتي أسمح أيضاً بتسجيل هذه الجلسة تسجيلاً مرئياً وسمعياً لنفس الأغراض المذكورة أعلاه.

التاريخ

توقيع المشارك

التاريخ

توقيع الشخص الذي حصل على الموافقة

## **Appendix D8: Consent Form—English**

## Decennial Census Language Research

### FOCUS GROUP CONSENT FORM

The U.S. Census Bureau routinely tests materials used for collecting data or disseminating data in order to produce the best products possible. You are invited to participate voluntarily in this focus group, which is being conducted for the Census Bureau. The purpose of this focus group is to help the Census Bureau develop messages to gain cooperation and encourage participation in the decennial Census. You are one of up to 288 people asked to participate in this study.

This focus group will take approximately 90 minutes. During the group discussion, we will ask you to watch some video clips and tell us what you liked or disliked about them. We will also ask you to fill out a couple of Census-like type questions and ask your opinions about these questions. Throughout the group discussion you can help us by describing anything you find confusing or difficult to understand. In appreciation for your participation in this project, you will receive \$75.00 at the end of the group discussion.

In order to have a complete record of your comments, the focus group session will be audio and video recorded. We plan to use the recordings to improve these census materials. Only staff directly involved in the research project will have access to the recording. We may also have members of the Census Bureau project team observe the group discussion.

While we would prefer that you answer all questions, you may skip any question or you may leave the discussion at any time. Your participation in this study is voluntary. Even if you choose not to participate, you will not lose any benefits or services that you may be receiving from any governmental agency. There are no direct benefits to you for participating in this study, but your answers will help the Census Bureau improve the materials used for the decennial census.

All information collected from you as a study participant is protected by Title 13 of the United States Code (Sections 141, 193, 221, and 223). The Census Bureau will keep your personal information confidential, and your responses during the focus group will be combined with the responses of others in a summary report that does not identify you individually. There are no expected risks to participating in this study.

If you have any questions about the study or your rights as a research participant in this study you may telephone the Census Bureau project director, Patricia Goerman, at 1-301-763-1819.

I have read and understand the statements above. I consent to participate in this group discussion.

I have volunteered to participate in this Census Bureau research study. I also give permission to have this session video and audio taped for the purposes stated above.

Signature of participant: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Signature of Person Who Obtained Consent: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## **Appendix E: Language ID Card**



# LANGUAGE IDENTIFICATION CARD

Hello, I'm from the U.S. Census Bureau. Is someone here now who speaks English and can help us? If not, please give me your phone number and someone may contact you in English.

01. English

Buenos días (Buenas tardes), soy de la Oficina del Censo de los Estados Unidos. ¿Se encuentra alguien que hable inglés y pueda ayudarnos? Si no, por favor, dígame su número de teléfono; es posible que alguien se comuniquen con usted en español.

02. Español/Spanish

Përshëndetje, unë jam nga Zyra e Regjistrimit të Popullsisë së SHBA-së. A ndodhet dikush tani këtu që flet anglisht dhe mund të na ndihmojë? Nëse jo, ju lutem më jepni numrin tuaj të telefonit dhe ka mundësi që t'ju kontaktojë dikush në shqip.

03. Shqip/Albanian

ጤና ይስጥልኝ፣ የምደውልልዎት ከአሜሪካ ሕዝብ ቆጠራ ቢሮ ነው። ለረዳን የሚችል እንግሊዝኛ የሚናገር ሰው አሁን ይኖራል? ከሌለ፣ እባክዎን የሰልክ ቁጥርዎን ይስጡኝና በአማርኛ የሚያናግርዎ ሰው ይደውልልዎታል።

04. አማርኛ/Amharic

مرحباً، أنا من مكتب الإحصاء الأمريكي. هل يوجد هنا الآن شخص يتحدث الإنجليزية ويمكنه مساعدتنا؟ إذا كان لا يوجد، فالرجاء إعطائي رقم هاتفكم وربما يتصل بكم أحد الأشخاص باللغة العربية.

05. العربية/Arabic

Բարև Ձեզ: Ես ԱՄՆ-ի Մարդահամարի գրասենյակից եմ: Արդյո՞ք կա մեկն այստեղ ով խոսում է անգլերեն և կարող է մեզ օգնել: Եթե ոչ, խնդրում եմ տվեք Ձեր հեռախոսահամարը և ինչ որ մեկը Ձեզ հետ կապի մեջ կլինի հայերենով:

06. հայերեն/Armenian

হ্যালো, আমি ইউ এস জগগনা দপ্তরের (সেমাস ব্যুরো) প্রতিনিধি। এখন এখানে কি এমন কেউ আছেন যিনি ইংরেজী বলতে পারেন এবং আমাদের সাহায্য করতে পারেন? যদি না থাকেন, অনুগ্রহ করে আমায় আপনার ফোন নম্বর দিন এবং কেউ হয়ত বাংলায় আপনার সঙ্গে যোগাযোগ করবেন।

07. বাংলা/Bengali

Разрешете да Ви се представя, аз съм служител на Бюрото по преброяване на населението на САЩ. Има ли в момента някой тук, който говори английски и би могъл да ни помогне? Ако няма, моля, дайте своя телефонен номер, за да може някой от нашите служители да се свърже с Вас на български език.

08. Български/Bulgarian

ကျွန်ုပ်တို့က အမေရိကန် သန်းခေါင်စာရင်းဌာနမှ ဖတ်ပတ်တယ်။ အခုဒီမှာ အင်္ဂလိပ်လို ဟောတတ်ပီး ကျွန်ုပ်တို့ ကူညီပိုင်မယ့်သူ ရှိပသလား? မရိပ်က သင့်ဖုန်းနံပါတ်ကို ပေးထားပ။ တစ်စုံတစ်ယောက်မှ သင့်ကို အင်္ဂလိပ်လို ဆက်သယပ်လိမ့်မယ်။

09. မန်မာ/Burmese

您好，我系为美国人口普查局工作嘅。请问您呢度有冇识讲英文嘅人可以帮到我地？如果有，请留低您嘅电话号码，之后可能会有人用中文同您联络。

10. 广东话 (简体字)  
/Cantonese-Simplified

您好，我係為美國人口普查局工作嘅。請問您呢度有冇識講英文嘅人可以幫到我地？如果有，請留低您嘅電話號碼，之後可能會有人用中文同您聯絡。

11. 廣東話 (繁體字)  
/Cantonese-Traditional

សួស្តី ខ្ញុំមកពីការិយាល័យជំរឿនរបស់សហរដ្ឋអាមេរិក (US Census Bureau)។ តើមានអ្នកណាទីនេះចេះនិយាយភាសាអង់គ្លេស ហើយអាចជួយយើងបានទេ? ប្រសិនបើមិនមានទេ សូមប្រាប់លេខទូរស័ព្ទរបស់អ្នកមក ហើយនឹងមានគេទាក់ទងអ្នកជាភាសាខ្មែរ។

12. ខ្មែរ/Cambodian

Dobar dan, ja sam iz Ureda za popis stanovništva SAD-a. Ima li ovdje nekoga tko govori engleski jezik i može nam pomoći? Ako nema, molim Vas da nam date svoj broj telefona i netko Vas može kontaktirati na hrvatskom jeziku.

13. Hrvatski/Croatian

Dobry den, jsem z Amerického uradu pro scitani lidu (U.S. Census Bureau). Je zde nekdo, kdo hovoří anglicky a může nám pomoci? Pokud ne, dejte mi prosím své telefonní číslo, aby Vás někdo mohl případně kontaktovat v češtině.

14. Čeština/Czech

سلام، من کارمند اداره ثبت احوال نفوس ایالات متحده هستم. آیا در حال حاضر همراه شما کسی است که به لسان انگلیسی گپ میزند و میتواند ما را کمک کند؟ اگر نه، لطفا شماره تلفون تانرا برایم بدهید و کسیکه به دری گپ میزند همراه شما تماس خواهد گرفت.

15. دری/Dari

E kadi, Yen arëër U.S de Akutnhoṃdīt Kuēn. Noŋ raan tau tēn e jam thoŋ Dīŋiliith bi o kuony? Na cīn kēdaaŋ, kē yiin yēk ya namba du ku raan dēi tek bi gōr enī thoŋ thuŋjaŋ.

16. Thuŋjaŋ/Dinka

Hallo, ik ben van het Amerikaanse Census Bureau. Is hier iemand die Engels spreekt en ons kan helpen? Zo niet, geef mij dan alstublieft uw telefoonnummer, zodat iemand contact met u kan opnemen in het Nederlands.

17. Nederlands/Dutch

سلام. من یک کارمند اداره سرشماری ایالات متحده هستم. آیا کسی در حال حاضر اینجا هست که به زبان انگلیسی صحبت می کند و می تواند به ما کمک کند؟ اگر کسی نیست، لطفاً شماره تلفن تان را به من بدهید، تا فردی که به زبان فارسی مسلط است با شما تماس بگیرد.

18. فارسی/Farsi

Bonjour. Je travaille pour le Bureau de Recensement des États-Unis. Y-a-il quelqu'un ici qui parle anglais et qui puisse nous aider ? Sinon, veuillez me donner votre numéro de téléphone pour que quelqu'un puisse éventuellement vous contacter en français.

19. Français/French

Guten Tag, ich komme im Auftrag des Bundesbüros zur Durchführung von Volkszählungen. Kann ich mit jemandem sprechen, der Englisch spricht und der uns helfen kann? Wenn nicht, geben Sie mir bitte Ihre Telefonnummer und es wird sich gegebenenfalls jemand in deutscher Sprache mit Ihnen in Verbindung setzen.

20. Deutsch/German

Γειά σας,  
Είμαστε από την Υπηρεσία Απογραφής των ΗΠΑ. Είναι κανείς εδώ αυτή τη στιγμή που μιλάει Αγγλικά να μας εξυπηρετήσει; Αν όχι, παρακαλώ δώστε μου το τηλέφωνό σας και ίσως να επικοινωνήσει κάποιος μαζί σας στα ΕΛΛΗΝΙΚΑ.

21. Ελληνικά/Greek

Bonjou, mwen travay pou Biwo Resansman Ameriken. Eske gen yon moun nan kay la ki konn pale anglè e ki kapab ede nou? Si pa genyen, tanpri ban mwen nimewo telefòn ou pou yon moun ki pale kreyòl ayisyen kabap kontakte w.

22. Kreyòl ayisyen/  
Haitian Creole

שלום, אני ממשד מפקד האוכלוסין של ארצות הברית. האם יש כאן מישהו שמדבר אנגלית שיכול לעזור לנו עכשיו? במידה ולא, נא מסור לי את מספר הטלפון שלך ומישהו ייצור איתך קשר בשפה העברית.

23. עברית/Hebrew

नमस्ते, मैं यूएस सेन्सस ब्यूरो से हूँ। क्या यहाँ कोई ऐसा है जो इंग्लिश बोलता हो और हमारी मदद कर सके? अगर नहीं है, तो आप मुझे अपना फ़ोन नंबर दीजिए ताकि कोई हिंदी बोलने वाला व्यक्ति आप से संपर्क करे।

24. हिंदी/Hindi

Nyob zoo, kuv yog hu ntawm U.S. Census tuaj. Puas muaj ib tug neeg nyob ntawm no uas hais tau lus Askiv thiab pab tau peb? Yog tias tsis muaj, thov muab koj tus xov tooj rau kuv ces ib tug neeg hais lus Askiv yuav tiv tauj koj.

25. Hmoob/Hmong

Jó napot kívánok, az Egyesült Államok Népszámlálási Hivatalától vagyok. Van a közelben valaki, aki beszél angolul, és segíteni tud nekünk? Ha nem, kérem, adja meg a telefonszámát, és lehetséges, hogy kapcsolatba fogunk lépni Önnel magyarul.

26. Magyar/Hungarian

Hello, taga-US Census Bureau ak. Adda kadi kadakayo iti makapagsarita ti Ingles ken mabalin nga tumulong kadakami? No awan paki-ited kaniak iti numero iti telepono yo ta adda iti mabalin nga umawag kadakayo nga agil-Ilocano.

27. Ilocano/Ilocano

Salve, sono del Census Bureau degli Stati Uniti. C'è qualcuno qui che parla inglese ed è in grado di aiutarci? In caso contrario, datemi il vostro numero di telefono e sarete contattati da qualcuno che parla italiano.

28. Italiano/Italian

こんにちは。私は米国勢調査局の係員です。こちらには英語を理解できこの調査にご協力いただける方がいらっしゃいますか？いらっしゃらない場合は、あなたのお電話番号を教えていただければ、日本語を話す係員がご連絡を差し上げる可能性があります。

29. 日本語/Japanese

안녕하세요. 저는 미국 인구조사국에서 근무합니다. 영어를 사용하시는 분 중에 저희를 도와주실 수 있는 분이 여기 계십니까? 없으신 경우, 전화번호를 알려 주시면 한국어를 할 수 있는 직원이 연락드릴 수 있습니다.

30. 한국어/Korean

ສະບູຍດີ, ຂ້າພະເຈົ້າ ມາຈາກສຳນັກງານສຳຫຼວດຜົນລະເມືອງ ແຫ່ງສະຫະລັດອາເມລິກາ. ມີໃຜ ຢູ່ທີ່ນີ້ສາມາດເວົ້າພາສາອັງກິດ ແລະ ຊ່ວຍເຫຼືອພວກເຮົາໄດ້ບໍ່ໃນຕອນນີ້? ຖ້າບໍ່ມີ, ກະລຸນາເອົາ ໝາຍເລກໂທລະສັບຂອງທ່ານໃຫ້ຂ້າພະເຈົ້າ ແລະ ອາດຈະມີຄົນຕິດຕໍ່ຫາທ່ານເປັນພາສາອັງກິດ.

31. ພາສາລາວ /Laotian

Sveiki, aš esu iš JAV gyventojų surašymo biuro. Ar čia dabar yra kas nors, kas kalba angliškai ir galėtų mums padėti? Jei ne, prašome pasakyti savo telefono numerį, kad kas nors galėtų susisiekti su jumis lietuviškai.

32. Lietuvių/Lithuanian

ഹലോ, ഞാൻ യു എസ് സെൻസസ് ബ്യൂറോയിൽ നിന്നാണ്. ഇംഗ്ലീഷ് സംസാരിക്കുന്ന ആരെങ്കിലും ഇപ്പോൾ ഇവിടെ ഞങ്ങളെ സഹായിക്കാനുണ്ടോ? ഇല്ലെങ്കിൽ, നിങ്ങളുടെ ടെലിഫോൺ നമ്പർ എനിക്ക് തരൂ. മലയാളം സംസാരിക്കുന്ന ആരെങ്കിലും നിങ്ങളെ ബന്ധപ്പെടേക്കും.

33. മലയാളം /  
Malayalam

您好，我是美国人口普查局的工作人员。请问您这里有没有人说英语并且可以帮助我们？如果没有，请给我您的电话号码，之后可能会有人用中文与您联系。

34. 普通话（简体字）/  
Mandarin-Simplified

您好，我是美國人口調查局的工作人員。請問是否有會說英語的人可以幫助我們？若沒有，請麻煩留下您的電話號碼，之後將安排調查人員以中文與您聯繫。

35. 普通话（繁體字）/  
Mandarin-Traditional

Yá'át'ééh, Bíla' ashdlá'ii náóltah bił da'ínííshdę́ę' áshł'í. Héidaísh Bilagáanaa bizaad ye yáłti'ígíí ye nihíká'adoolwołígíísh hółq? Ádengo'éi nibéésh bee hane'é nihá ádííłíł dóó t'áá háida Diné Bizaad yee yáłti'ígíí nich'í' náhodoolnih.

36. Diné Bizaad/Navajo

नमस्ते, म अमेरोकाको जनगणना कार्यालयबाट आएको हूँ । अहिले यहाँ अङ्ग्रेजी बोल्ने र हामीलाई मद्दत गर्न सक्ने कोही हुनुहुन्छ ? हुनुहुन्छ भने कृपया मलाई तपाईंको फोन नम्बर दिनुहोस् । कसैले तपाईंसित नेपालीमा कुरा गर्नका लागि सम्पर्क गर्न सक्नेछ ।

37. नेपाली/Nepali

ਚੈਲੇ, ਮੈਂ ਯੂ.ਐਸ. ਸੈਨਸਸ ਬਿਊਰੋ ਤੋਂ ਹਾਂ। ਕੀ ਇੱਥੇ ਕੋਈ ਅਜਿਹਾ ਵਿਅਕਤੀ ਹੈ ਜੋ ਇੰਗਲਿਸ਼ ਬੋਲਦਾ ਹੈ ਅਤੇ ਸਾਡੀ ਮਦਦ ਕਰ ਸਕਦਾ ਹੈ? ਜੇ ਨਹੀਂ, ਤਾਂ ਕਿਰਪਾ ਕਰਕੇ ਮੈਨੂੰ ਆਪਣਾ ਫੋਨ ਨੰਬਰ ਦਿਓ ਅਤੇ ਕੋਈ ਵਿਅਕਤੀ ਪੰਜਾਬੀ ਵਿੱਚ ਤੁਹਾਡੇ ਨਾਲ ਸੰਪਰਕ ਕਰੇਗਾ।

38. ਪੰਜਾਬੀ/Panjabi

Dzień dobry. Jestem z Amerykańskiego Biura Spisu Ludności. Czy ktoś tutaj mówi po angielsku i czy mógłby nam pomóc? Jeżeli nie, proszę podać mi swój numer telefonu, pod którym można skontaktować się z Państwem po polsku.

39. Polski/Polish

Olá, sou do serviço de censo dos Estados Unidos. Alguém aqui fala inglês e pode nos ajudar? Caso contrário, dê-me seu telefone e assim alguém poderá entrar em contato com você em português.

40. Português /Portuguese

Bună ziua, sunt de la Biroul de Recensământ al S.U.A. Este cineva aici, în acest moment, care vorbeşte engleză şi ne poate ajuta? Dacă nu, vă rog să îmi lăsaţi numărul de telefon şi este posibil ca cineva să vă contacteze telefonic în română.

41. Română/Romanian

Здравствуйте! Я представляю Бюро переписи населения Соединенных Штатов. Присутствует ли здесь кто-нибудь, кто говорит по-английски и мог бы нам помочь? Если нет, то, пожалуйста, дайте нам свой номер телефона, чтобы при необходимости наш сотрудник мог с вами поговорить по-русски.

42. Русский/Russian

Добар дан, ја сам из Америчког бироа за попис становништва. Да ли овде има некога ко говори енглески и може да нам помогне? Ако нема, молим Вас да ми дате свој број телефона, па ћемо можда контактирати с Вама на српском језику.

43. Српски/Serbian

Hallow. Waxaan ka socdaa Waaxda Tirakoobka Mareykanka. Halkan hadda ma joogaa qof ku hadli kara luuqadda af-Ingiriiska oo na caawin kara? Haddii uusan joogin, fadlan i sii taleefoon lambarkaaga, qof ku hadlaya af-Soomaali ayaa laga yaabaa inuu kula soo xiriiro.

44. Soomaali/Somali



Hujambo, ninatoka Shirika la Sensa la Amerika. Je, kuna mtu hapa anayezungumza Kiingereza anayeweza kutusaidia? Kama hakuna, tafadhali nipe nambari yako ya simu na kuna mtu atawasiliana na wewe katika lugha ya Kiingereza.

45. Kiswahili/Swahili

Hello, ako'y taga-U.S. Census Bureau. Mayroon ba ritong marunong magsalita ng Ingles at makakatulong sa amin? Kung wala, pakibigay sa akin ang numero ng telepono ninyo at may tatawag sa inyo sa Tagalog.

46. Tagalog/Tagalog

สวัสดีครับ/ค่ะ ผม/ดิฉันเป็นเจ้าหน้าที่จากสำนักงานสำมะโนประชากรแห่งสหรัฐอเมริกา  
มีใครพอจะพูดภาษาอังกฤษเพื่อช่วยแปลได้หรือเปล่าครับ/ค่ะ ถ้าไม่มี  
กรุณาให้เบอร์โทรศัพท์ของคุณไว้เพื่อที่เราจะสามารถติดต่อคุณอีกครั้งเป็นภาษาไทยครับ/ค่ะ

47. ไทย/Thai

ሂሎ፣ ካብ ቤት ዕዮ ቆፀራ ህዝቢ ውድብ ሕቡራት መንግስታት እየ። እንግሊዝኛ ዝሓረብን ክሕግዝና ዝኽእልን ዝኾነ ሰብ ኣብዚ ኣሎ ዶ? እንተዘይሃሊዩ፣ በይዛኹም ስልኪ ቆፅርኹም ሃቡኒ እሞ ዝኾነ ሰብ ብእንግሊዝኛ ክሓርበኩም እየ።

48. ትግርኛ/Tigrinya

Merhaba, ABD Nüfus İdaresi'nden geliyorum.Orada İngilizce konuşan ve bize yardım edebilecek birisi var mı? Eğer yoksa, sizinle Türkçe dilinde iletişime geçilmesi için lütfen bana telefon numaranızı verin.

49. Türkçe/Turkish

Доброго дня! Я телефоную Вам із бюро перепису населення Census Bureau, США. Чи є тут хтось, хто володіє англійською мовою та може допомогти нам? Якщо ні, будь ласка, повідомте нам свій контактний номер телефону, та наші працівники зв'яжуться з Вами українською.

50. Українська/Ukrainian

سلام، میں امریکہ کے سینس بیورو سے ہوں۔ کیا یہاں کوئی ایسا ہے جو انگریزی بولتا ہو اور ہماری مدد کر سکے؟ اگر نہیں ہے تو آپ مجھے اپنا فون نمبر دیجئے۔ کوئی اردو بولنے والا شخص آپ سے رابطہ کرے گا۔ شکریہ۔

51. اردو/Urdu

Xin chào, tôi là nhân viên của Cục Thống Kê Dân Số Hoa Kỳ. Ở đây hiện có ai biết nói tiếng Anh và có thể giúp chúng tôi không? Nếu không xin vui lòng cho biết số điện thoại của quý vị. Chúng tôi có thể liên lạc với quý vị bằng tiếng Việt.

52. Tiếng Việt / Vietnamese

האלא, איך בין פון דעם יונייטעד סטעיטס צענזוס ביורא. איז פאראן יעצט דא עמיצער וואס רעדט ענגליש און קען אונז העלפן? אויב נישט, ביטע געט מיר אייער טעלעפאן נומער און אפער וועט עמיצער זיך פארבינדן מיט אייך אויף אידיש.

53. אידיש/Yiddish

**Appendix F:**  
**Security Warning Statement Card**

**Appendix F1: Security Warning Statement Card—English base  
version**



## Your Answers Are Confidential

The Census Bureau is required by U.S. law to keep your answers confidential. This means that the Census Bureau will never release your responses in any way that could identify you. All U.S. Census Bureau employees have taken an oath of confidentiality and are subject to a jail term, a fine, or both, if they disclose ANY information that could identify you or your household. Your answers will be used only for statistical purposes. You are required by law to provide the information requested.

These federal laws are found in the United States Code, Title 13 (Sections 9, 141, 193, 214, and 221). Per the Federal Cybersecurity Enhancement Act of 2015, your data are protected from cybersecurity risks through screening of the systems that transmit your data. To learn more about our privacy policy and data protection, please visit our website at [www.census.gov](http://www.census.gov) and click on "Data Protection and Privacy Policy" at the bottom of the home page.

Thank you for your cooperation. The Census Bureau appreciates your help.

Respondents are not required to respond to any information collection unless it displays a valid approval number from the Office of Management and Budget (OMB). The approval number for the 2018 Census Test is OMB No. xxxx-xxxx; and this approval expires xx/xx/xxxx.

Send any comments concerning this collection to Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233. Or email your comments to [2020.census.paperwork@census.gov](mailto:2020.census.paperwork@census.gov) and use "Paperwork Reduction Project xxxx-xxxx" as the subject.

Para ver esta información en español, véase al dorso. (For a copy of this information in Spanish, see the reverse side.)

FORM **DH-31(E/S)** (12-19-2016)

## Your Answers Are Confidential

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FORM **DH-31(E/S)** (12-19-2016)

## **Appendix F2: Security Warning Statement Card —Spanish**

## Sus Respuestas Son Confidenciales

Las leyes de los EE. UU. estipulan que la Oficina del Censo mantenga la confidencialidad de sus respuestas. Esto significa que la Oficina del Censo nunca divulgará sus respuestas de ninguna manera que pueda identificarlo a usted. Todos los empleados de la Oficina del Censo de los EE. UU. hacen un juramento de confidencialidad y están sujetos a una penalidad de cárcel, una multa, o ambas, si divulgan CUALQUIER información que lo identifique a usted o su hogar. Sus respuestas se usarán solo para propósitos estadísticos. La ley le exige que nos provea la información solicitada.

Estas leyes federales se pueden encontrar en las Secciones 9, 141, 193, 214 y 221 del Título 13 del Código de los Estados Unidos. En conformidad con la Ley para el Fortalecimiento de la Seguridad Cibernética Federal del 2015, sus datos están protegidos contra los riesgos de seguridad cibernética mediante los filtros de los sistemas que los transmiten. Para conocer más acerca de nuestras normas de privacidad y protección de datos, haga el favor de visitar nuestro sitio web en [www.census.gov](http://www.census.gov) y haga clic en "Data Protection and Privacy Policy" en la parte inferior de la página principal.

Gracias por su cooperación. La Oficina del Censo agradece su ayuda.

No se requiere que las personas respondan a ninguna recopilación de información a menos que esta tenga un número de aprobación válido de la Oficina de Administración y Presupuesto (OMB, por sus siglas en inglés). El número de aprobación para la Prueba del Censo del 2018 es Núm. de OMB xxxx-xxxx; Aprobado hasta el xx/xx/xxxx.

Envíe los comentarios sobre esta recopilación a: Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233. También puede enviar sus comentarios por correo electrónico a [<2020.census.paperwork@census.gov>](mailto:<2020.census.paperwork@census.gov>) y use como tema del mensaje "Paperwork Reduction Project xxxx-xxxx".

For a copy of this information in English, see the reverse side. (Para ver esta información en inglés, véase al dorso.)

FORM **DH-31(E/S)** (12-19-2016)

## Sus Respuestas Son Confidenciales

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FORM **DH-31(E/S)** (12-19-2016)

## **Appendix F3: Security Warning Statement Card —Russian**

## Your Answers Are Confidential

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Send any comments concerning this collection to Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233. Or email your comments to <[2020.census.paperwork@census.gov](mailto:2020.census.paperwork@census.gov)> and use "Paperwork Reduction Project xxxx-xxxx" as the subject.

(For a copy of this information in Russian, see the reverse side.)

FORM **DH-31(E/S)** (12-19-2016)

## ВАШИ ОТВЕТЫ ЯВЛЯЮТСЯ КОНФИДЕНЦИАЛЬНЫМИ

Согласно закону Соединенных штатов Бюро переписи населения обязано сохранять конфиденциальность Ваших ответов. Это означает, что Бюро переписи населения никогда не обнародует Ваши ответы таким образом, чтобы из них можно было установить Вашу личность. Все сотрудники Бюро переписи населения США приняли присягу конфиденциальности и понесут наказание в виде тюремного заключения, штрафа или того и другого, если они раскроют ЛЮБУЮ информацию, идентифицирующую Вас или членов Вашего домохозяйства. Ваши ответы будут использоваться только в статистических целях. Согласно закону Вы обязаны предоставить запрашиваемую информацию.

Эти федеральные законы находятся в Кодексе Соединённых Штатов, Раздел 13 (Статьи 9, 141, 193, 214, и 221). Согласно Постановлению 2015 года о повышении кибербезопасности, для защиты Ваших персональных данных от рисков киберпреступлений осуществляется регулярная проверка систем, передающих Ваши данные. Более подробно узнать о мерах, обеспечивающих приватность информации и защиту данных, можно, посетив наш сайт: [www.census.gov](http://www.census.gov) и перейдя по ссылке "Data Protection & Privacy Policy" (Меры по защите данных и приватности информации) внизу главной страницы.

Бюро переписи населения благодарит Вас за содействие и помощь.

Опрашиваемые лица могут не отвечать на вопросы любого документа, если в нем не указан действующий номер, выданный Службой управления и бюджета (OMB, Office of Management and Budget). Номер xxxx-xxxx – это номер, присвоенный Пробной переписи населения 2017; он действителен до дд/мм/ггг.

Отправляйте свои комментарии относительно этого сбора данных по адресу: Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233 или по электронной почте на адрес: [2020.census.paperwork@census.gov](mailto:2020.census.paperwork@census.gov). В теме сообщения напишите: "Paperwork Reduction Project xxxx-xxxx".

Перевод на английский язык на обратной стороне. (For a copy of this information in English, see the reverse side.)

## **Appendix F4: Security Warning Statement Card —Chinese**

## 您提供的资料会受到严格保密

美国法律要求人口普查局严格保密您所提供的资料。这就是说人口普查局不能泄露任何可能识别您个人的资料。美国人口普查局的所有工作人员都经宣誓，如果他们泄露任何能够识别您或您住户的资料，他们会受到监禁或罚款，或是即监禁又罚款。您所提供的资料仅是用于统计目的。

根据《美国法典》第十三章（第 9, 141, 193, 214, 221 节）要求，法律规定您必须提供人口普查所要求的资料。依据 2015 年联邦增强网络安全法案，通过监察传输您资料的系统，来确保您个人资料受到保护，避免网络安全风险。请上网 [www.census.gov](http://www.census.gov)，并点击该网页下方的“Data Protection and Privacy Policy”来了解更多有关我们保护隐私和资料的政策。

人口普查局非常感谢您的帮忙与合作。

如果某项问卷调查没有显示管理和预算办公室（OMB）的有效批文号，受访者不必参与和提供任何资料。2017 年人口普查测试的 OMB 有效批文号是 OMB No. xxxx-xxxx; 有效日期是 xx/xx/xxxx。

如果您对此项问卷调查有任何意见，请将意见寄到 Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233。也可以用电子邮件寄出您的意见，电子邮件地址是 [2020.census.paperwork@census.gov](mailto:2020.census.paperwork@census.gov)，请在题目栏上注明 "Paperwork Reduction Project xxxx-xxxx"。

For a copy of this information in English, see the reverse side. (此页反面有该信息的英文版。)

FORM **DH-31(E/C)** (12-19-2016)

## 您提供的资料会受到严格保密

美国法律要求人口普查局严格保密您所提供的资料。这就是说人口普查局不能泄露任何可能识别您个人的资料。美国人口普查局的所有工作人员都经宣誓，如果他们泄露任何能够识别您或您住户的资料，他们会受到监禁或罚款，或是即监禁又罚款。您所提供的资料仅是用于统计目的。

根据《美国法典》第十三章（第 9, 141, 193, 214, 221 节）要求，法律规定您必须提供人口普查所要求的资料。依据 2015 年联邦增强网络安全法案，通过监察传输您资料的系统，来确保您个人资料受到保护，避免网络安全风险。请上网 [www.census.gov](http://www.census.gov)，并点击该网页下方的“Data Protection and Privacy Policy”来了解更多有关我们保护隐私和资料的政策。

人口普查局非常感谢您的帮忙与合作。

如果某项问卷调查没有显示管理和预算办公室（OMB）的有效批文号，受访者不必参与和提供任何资料。2017 年人口普查测试的 OMB 有效批文号是 OMB No. xxxx-xxxx; 有效日期是 xx/xx/xxxx。

如果您对此项问卷调查有任何意见，请将意见寄到 Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233。也可以用电子邮件寄出您的意见，电子邮件地址是 [2020.census.paperwork@census.gov](mailto:2020.census.paperwork@census.gov)，请在题目栏上注明 "Paperwork Reduction Project xxxx-xxxx"。

For a copy of this information in English, see the reverse side. (此页反面有该信息的英文版。)

FORM **DH-31(E/C)** (12-19-2016)

## **Appendix F5: Security Warning Statement Card —Korean**



## 귀하가 답하신 내용은 철저히 보호됩니다.

인구 조사국은 미국 법에 의해 귀하가 답하신 모든 내용을 비밀로 유지하고 철저히 보호하며, 귀하의 신상과 관련된 그 어떤 답변도 절대 누설하지 않습니다. 미국 인구조사국의 모든 직원은 비밀 준수 서약을 하였으며, 귀하나 귀하 가족의 신상에 대한 **그 어떤** 정보라도 누설할 경우 감옥형이나 벌금형, 또는 두 가지 처벌 모두를 받게 됩니다. 귀하의 답변은 오직 통계적인 목적으로만 사용될 것입니다. 법에 따라 귀하는 저희가 요청 드리는 정보를 제공할 의무가 있습니다.

관련된 연방법 조항들은 연방법 13 조 (제 9 항, 141 항, 193 항, 214 항, 221 항)에 명시되어 있습니다. 2015 년 연방 사이버 보안 진흥법에 따르면, 귀하의 데이터는 데이터 전송 시스템의 철저한 검사를 통해 사이버 보안의 위협으로부터 보호됩니다. 인구 조사국의 개인 신상 정보 보호 정책 및 데이터 보호에 대해 자세히 알고 싶으시면, 저희 인터넷 사이트 [www.census.gov](http://www.census.gov) 에서 홈페이지 하단에 있는 "Data Protection and Privacy Policy"를 클릭해 주십시오.

협조해 주신 것에 대해 인구 조사국은 깊은 감사를 드립니다.

연방 관리예산국(OMB)의 유효 승인번호가 표시되지 않은 한, 응답자는 어떠한 정보 수집에도 응할 의무가 없습니다. 2018 인구 센서스 조사의 승인 번호는 OMB xxxx-xxxx 이며, 이 승인의 최종 유효 날짜는 xx/xx/xxxx 입니다.

정보 수집에 관련한 의견이 있으시다면 아래의 주소로 보내 주시길 바랍니다: Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233. 이메일 (2020.census.paperwork@census.gov)로도 의견을 보내실 수 있습니다. 이메일을 보내실 때는 제목에 "Paperwork Reduction Project xxxx-xxxx"라고 써 주십시오.

For a copy of this information in English, see the reverse side. (이 내용을 영어로 보시려면 뒷면을 봐 주십시오.)

FORM **DH-31(E/K)** (12-19-2016)

## 귀하가 답하신 내용은 철저히 보호됩니다.

인구 조사국은 미국 법에 의해 귀하가 답하신 모든 내용을 비밀로 유지하고 철저히 보호하며, 귀하의 신상과 관련된 그 어떤 답변도 절대 누설하지 않습니다. 미국 인구조사국의 모든 직원은 비밀 준수 서약을 하였으며, 귀하나 귀하 가족의 신상에 대한 **그 어떤** 정보라도 누설할 경우 감옥형이나 벌금형, 또는 두 가지 처벌 모두를 받게 됩니다. 귀하의 답변은 오직 통계적인 목적으로만 사용될 것입니다. 법에 따라 귀하는 저희가 요청 드리는 정보를 제공할 의무가 있습니다.

관련된 연방법 조항들은 연방법 13 조 (제 9 항, 141 항, 193 항, 214 항, 221 항)에 명시되어 있습니다. 2015 년 연방 사이버 보안 진흥법에 따르면, 귀하의 데이터는 데이터 전송 시스템의 철저한 검사를 통해 사이버 보안의 위협으로부터 보호됩니다. 인구 조사국의 개인 신상 정보 보호 정책 및 데이터 보호에 대해 자세히 알고 싶으시면, 저희 인터넷 사이트 [www.census.gov](http://www.census.gov) 에서 홈페이지 하단에 있는 "Data Protection and Privacy Policy"를 클릭해 주십시오.

협조해 주신 것에 대해 인구 조사국은 깊은 감사를 드립니다.

연방 관리예산국(OMB)의 유효 승인번호가 표시되지 않은 한, 응답자는 어떠한 정보 수집에도 응할 의무가 없습니다. 2018 인구 센서스 조사의 승인 번호는 OMB xxxx-xxxx 이며, 이 승인의 최종 유효 날짜는 xx/xx/xxxx 입니다.

정보 수집에 관련한 의견이 있으시다면 아래의 주소로 보내 주시길 바랍니다: Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233. 이메일 (2020.census.paperwork@census.gov)로도 의견을 보내실 수 있습니다. 이메일을 보내실 때는 제목에 "Paperwork Reduction Project xxxx-xxxx"라고 써 주십시오.

For a copy of this information in English, see the reverse side. (이 내용을 영어로 보시려면 뒷면을 봐 주십시오.)

FORM **DH-31(E/K)** (12-19-2016)

## **Appendix F6: Security Warning Statement Card —Vietnamese**

## Các Câu Trả Lời Của Quý Vị Được Bảo Mật

Cục Thống Kê Dân Số buộc phải bảo mật cho các câu trả lời của quý vị theo luật Hoa Kỳ. Điều này có nghĩa là Cục Thống Kê Dân Số sẽ không bao giờ tiết lộ các câu trả lời của quý vị bằng bất kỳ hình thức nào mà có thể nhận dạng cá nhân quý vị. Tất cả các nhân viên của Cục Thống Kê Dân Số Hoa Kỳ đã tuyên thệ giữ bí mật và sẽ bị phạt tù, phạt tiền, hoặc cả hai, nếu họ tiết lộ **BẤT KỲ** thông tin nào có thể nhận dạng cá nhân hoặc gia hộ của quý vị. Các câu trả lời của quý vị sẽ chỉ để sử dụng cho mục đích thống kê. Luật pháp bắt buộc quý vị phải cung cấp thông tin được yêu cầu.

Các điều luật liên bang được ghi rõ trong Tiêu Đề 13 (Phần 9, 141, 193, 214 và 221) của Bộ Luật Hoa Kỳ. Theo Đạo Luật Tăng Cường Bảo Mật Qua Internet của Liên Bang năm 2015, dữ liệu của quý vị sẽ được bảo vệ chống lại những mối đe dọa về bảo mật qua Internet bằng cách quét các hệ thống chuyển nhận dữ liệu của quý vị. Để biết thêm thông tin về chính sách quyền riêng tư và bảo vệ dữ liệu, hãy vào trang mạng [www.census.gov](http://www.census.gov) và nhấp vào "Data Protection and Privacy Policy" ở bên dưới của trang chủ.

Xin cảm ơn sự hợp tác của quý vị. Cục Thống Kê Dân Số chân thành cảm tạ sự tham gia của quý vị.

Người tham gia khảo sát không cần phải trả lời bất kỳ câu hỏi thu thập thông tin nào nếu không thấy số phê chuẩn của Văn Phòng Quản Lý và Ngân Sách (OMB). Số phê chuẩn của OMB cho cuộc Thử Nghiệm Thống Kê 2018 là xxxx-xxxx; và hết hạn vào ngày xx/xx/xxxx.

Xin gửi các ý kiến liên quan đến việc thu thập này tới Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233. Hoặc email những ý kiến của quý vị đến <2020.census.paperwork@census.gov> và dùng tiêu đề là "Paperwork Reduction Project xxxx-xxxx".

For a copy of this information in Vietnamese, see the reverse side. (Để nhận bản sao thông tin này bằng tiếng Anh, hãy xem mặt sau.)

FORM **DH-31(E/S)** (12-19-2016)

## Các Câu Trả Lời Của Quý Vị Được Bảo Mật

Cục Thống Kê Dân Số buộc phải bảo mật cho các câu trả lời của quý vị theo luật Hoa Kỳ. Điều này có nghĩa là Cục Thống Kê Dân Số sẽ không bao giờ tiết lộ các câu trả lời của quý vị bằng bất kỳ hình thức nào mà có thể nhận dạng cá nhân quý vị. Tất cả các nhân viên của Cục Thống Kê Dân Số Hoa Kỳ đã tuyên thệ giữ bí mật và sẽ bị phạt tù, phạt tiền, hoặc cả hai, nếu họ tiết lộ **BẤT KỲ** thông tin nào có thể nhận dạng cá nhân hoặc gia hộ của quý vị. Các câu trả lời của quý vị sẽ chỉ để sử dụng cho mục đích thống kê. Luật pháp bắt buộc quý vị phải cung cấp thông tin được yêu cầu.

Các điều luật liên bang được ghi rõ trong Tiêu Đề 13 (Phần 9, 141, 193, 214 và 221) của Bộ Luật Hoa Kỳ. Theo Đạo Luật Tăng Cường Bảo Mật Qua Internet của Liên Bang năm 2015, dữ liệu của quý vị sẽ được bảo vệ chống lại những mối đe dọa về bảo mật qua Internet bằng cách quét các hệ thống chuyển nhận dữ liệu của quý vị. Để biết thêm thông tin về chính sách quyền riêng tư và bảo vệ dữ liệu, hãy vào trang mạng [www.census.gov](http://www.census.gov) và nhấp vào "Data Protection and Privacy Policy" ở bên dưới của trang chủ.

Xin cảm ơn sự hợp tác của quý vị. Cục Thống Kê Dân Số chân thành cảm tạ sự tham gia của quý vị.

Người tham gia khảo sát không cần phải trả lời bất kỳ câu hỏi thu thập thông tin nào nếu không thấy số phê chuẩn của Văn Phòng Quản Lý và Ngân Sách (OMB). Số phê chuẩn của OMB cho cuộc Thử Nghiệm Thống Kê 2018 là xxxx-xxxx; và hết hạn vào ngày xx/xx/xxxx.

Xin gửi các ý kiến liên quan đến việc thu thập này tới Paperwork Reduction Project xxxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233. Hoặc email những ý kiến của quý vị đến <2020.census.paperwork@census.gov> và dùng tiêu đề là "Paperwork Reduction Project xxxx-xxxx".

For a copy of this information in Vietnamese, see the reverse side. (Để nhận bản sao thông tin này bằng tiếng Anh, hãy xem mặt sau.)

FORM **DH-31(E/V)** (12-19-2016)

## **Appendix F7: Security Warning Statement Card –Arabic**

## إجاباتك سرية

وفقا للقانون، يتوجب على مكتب التعداد السكاني أن يبقي إجاباتك سرية. هذا يعني أن مكتب التعداد السكاني لن ينشر أبدا إجاباتك بطريقة قد تحدد هويتك. أدى كل موظفي مكتب التعداد السكاني الأمريكي يمين السرية، وهم معرضون لعقوبة السجن أو الغرامة أو كليهما، في حال الكشف عن أي معلومات قد تحدد هويتك أو هوية عائلتك. إجاباتك سوف تستخدم لأغراض إحصائية فقط. أنت مطالب وفقا للقانون أن تعطي المعلومات المطلوبة.

هذه القوانين الفدرالية مدونة في المادة 13 من قانون الولايات المتحدة (أقسام 9, 141, 193, 214, 212). حسب المرسوم الفيدرالي لتقوية أمن الإنترنت لعام ٢٠١٥ (Federal Cybersecurity Enhancement Act of 2015)، معلوماتك محمية من الأخطار الإلكترونية عبر مراجعة الشبكة التي ترسل هذه المعلومات. للمزيد من المعلومات عن سياستنا تجاه خصوصية المعلومات وحمايتها، الرجاء زيارة موقعنا الإلكتروني [www.census.gov](http://www.census.gov) واختيار "Data Protection and Private Policy" في أسفل الصفحة الرئيسية.

شكرا لتعاونك معنا. مكتب التعداد السكاني يقدر مساعدتك.

إن المشاركين في هذا التعداد السكاني غير مطالبين بالاستجابة لأي عملية جمع معلومات إلا في حال وجود رقم موافقة، ساري المفعول، من مكتب الإدارة والميزانية [Office of Management and Budget (OMB)]. رقم الموافقة للتعداد التجريبي لعام ٢٠١٧ هو OMB No. xxx-xxxx، وتنتهي صلاحية هذه الموافقة في xx/xx/xxxx.

الرجاء إرسال أي تعليق إلى: Paperwork Reduction Project xxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233  
أو إرسال تعليقاتك عبر البريد الإلكتروني إلى <2020.census.paperwork@census.gov>  
وإستخدام عبارة "Paperwork Reduction Project xxx-xxxx" في خانة الموضوع.

(للحصول على نسخة عن هذه المعلومات باللغة الانجليزية، اقلب الصفحة.) For a copy of this information in English, see the reverse side.

FORM DH-31(E/A) (1-29-2017)

## إجاباتك سرية

وفقا للقانون، يتوجب على مكتب التعداد السكاني أن يبقي إجاباتك سرية. هذا يعني أن مكتب التعداد السكاني لن ينشر أبدا إجاباتك بطريقة قد تحدد هويتك. أدى كل موظفي مكتب التعداد السكاني الأمريكي يمين السرية، وهم معرضون لعقوبة السجن أو الغرامة أو كليهما، في حال الكشف عن أي معلومات قد تحدد هويتك أو هوية عائلتك. إجاباتك سوف تستخدم لأغراض إحصائية فقط. أنت مطالب وفقا للقانون أن تعطي المعلومات المطلوبة.

هذه القوانين الفدرالية مدونة في المادة 13 من قانون الولايات المتحدة (أقسام 9, 141, 193, 214, 212). حسب المرسوم الفيدرالي لتقوية أمن الإنترنت لعام ٢٠١٥ (Federal Cybersecurity Enhancement Act of 2015)، معلوماتك محمية من الأخطار الإلكترونية عبر مراجعة الشبكة التي ترسل هذه المعلومات. للمزيد من المعلومات عن سياستنا تجاه خصوصية المعلومات وحمايتها، الرجاء زيارة موقعنا الإلكتروني [www.census.gov](http://www.census.gov) واختيار "Data Protection and Private Policy" في أسفل الصفحة الرئيسية.

شكرا لتعاونك معنا. مكتب التعداد السكاني يقدر مساعدتك.

إن المشاركين في هذا التعداد السكاني غير مطالبين بالاستجابة لأي عملية جمع معلومات إلا في حال وجود رقم موافقة، ساري المفعول، من مكتب الإدارة والميزانية [Office of Management and Budget (OMB)]. رقم الموافقة للتعداد التجريبي لعام ٢٠١٧ هو OMB No. xxx-xxxx، وتنتهي صلاحية هذه الموافقة في xx/xx/xxxx.

الرجاء إرسال أي تعليق إلى: Paperwork Reduction Project xxx-xxxx, U.S. Census Bureau, DCMD-2H174, 4600 Silver Hill Road, Washington, DC 20233  
أو إرسال تعليقاتك عبر البريد الإلكتروني إلى <2020.census.paperwork@census.gov>  
وإستخدام عبارة "Paperwork Reduction Project xxx-xxxx" في خانة الموضوع.

(للحصول على نسخة عن هذه المعلومات باللغة الانجليزية، اقلب الصفحة.) For a copy of this information in English, see the reverse side.

FORM DH-31(E/A) (1-29-2017)

## **Appendix G: Keys to Transcription Conventions**

## Keys to transcription conventions

.	Falling intonation (as at end of declarative sentence)
?	Rising intonation (as at end of interrogative sentence)
,	Continuing intonation (slight rise or fall)
!	Animated tone
...	Noticeable pause or break in rhythm
???	Unintelligible segment
hhh	Laughter
<b>Bold</b>	Denotes emphatic stress in the text
[ ]	Denotes non-verbal behavior
XXX	Redaction of any personal information
" "	Denotes what is said in the target language except Arabic
<i>Italics</i>	Denotes phonetic spelling of the words in target language
( )	Denotes English translation of the target language in " "
(( ))	Denotes video shown in the focus group discussion
{Notes: }	Denotes transcriber's notes

## **Appendix H: Screening Questionnaires**



## **Appendix H1: Screening Questionnaire—English base version**

## Screeners QRML Focus Groups

**NARRATIVE FAQ:** Let me tell you a little bit about this study. The Census Bureau is conducting research to make the 2020 Census work better. We will be having a focus group about how people respond to census questions. A focus group is a group discussion between a research professional called a moderator and a small group of people, about 10, who have been pre-selected. The focus groups last about 90 minutes. We make a videotape of the focus group so we can have the project team review it for their research. If you do qualify and agree to participate, it is very important that you don't cancel since only a limited number of people are invited. If you attend the focus group we will pay you \$75. Do you have about 3 minutes for me to ask you the questions now to see if you qualify?

ID Assigned:

Location:

Recruiter Initials:

Date:

Ad running in R's area (if ad):

### Bulleted FAQs:

- **PURPOSE:** The Census Bureau is conducting research to make the 2020 Census work better. They would like to understand more about how people respond to the census as well as how well the census forms and other materials work and how to improve them.
- **INCENTIVE:** If you qualify for this study, we will pay you \$75 to help us complete this research.
- **RTI/RSS:** RTI International is a nonprofit research organization (or RSS is a contract research firm). The Census Bureau contracted with us to conduct this research. We have assisted the Census Bureau with several research studies in the past.
- **CONFIDENTIALITY:** The study is protected by US Code Title 13. Anyone working at RTI (OR RSS), including the interviewer or me, could either go to jail or pay a fine up to \$250,000 if we divulge any information about you.
- **VERIFICATION:** You can call the study's project manager Mandy Sha at RTI International. [Ms. Sha speaks Spanish/Chinese]. Her number is (312) 456-5266. I can also have project or other researchers at the Census Bureau who designed this study contact you.

*[Note Concerns or Questions]*

## START HERE

1. What is your name? \_\_\_\_\_
2. And how did you hear about this study?
  - a. FRIENDS
  - b. FLYER
  - c. NEWSPAPER AD
  - d. INTERNET AD
  - e. OTHERS (SPECIFY: \_\_\_\_\_)
3. You said that you [saw] the ad on [way heard]; Can you tell me about your situation and why you thought you might qualify for the study? PROBE IF NEEDED: What city do you live in? \_\_\_\_\_

4. If you are eligible, are you available on (DATES) (TIMES) to participate in a focus group? The FG will be held in (GIVE PLACE DETERMINED BY WHERE R IS LOCATED) [PROVIDE DATES AND TIMES FOR BOTH MONOLINGUAL AND BILINGUAL GROUPS UNLESS THEIR RESPONSE CLEARLY INDICATES THEY ARE BILINGUAL]
- Yes
  - No → (IF UNABLE TO MAKE ANY OF THE TIMES, EXPLAIN THAT THEY DO NOT QUALIFY FOR THIS FOCUS GROUP, IF THEY KNOW SOMONE ELSE WHO MIGHT QUALIFY, THEY CAN PASS THE INFORMATION ALONG)

5. Are you male or female?

- Male
- Female
- OTHER/SOMETHING ELSE

6. Do you work for the United States federal government?

- YES → *Explain:* Unfortunately you cannot be paid for your study participation but we would still like you to participate if you qualify. Also, other household members who do not work for the federal government might qualify and could be paid.
- NO

7. What is your age? \_\_\_\_\_ YEARS OLD

CODE AGE CATEGORY:

- UNDER 18 – NOT ELIGIBLE
- 18-34
- 35-44
- 45-54
- 55-64
- 65 AND OLDER

8. What is the highest level of education you have completed \_\_\_\_\_

CODE EDUCATION CATEGORY 2:

- LESS THAN HS EQUIVALENT
- HS EQUIVALENT OR SOME COLLEGE
- COLLEGE+

9. Are you of Hispanic, Latino or Spanish origin?
- Yes ASK BRACKETED Q10
  - No
10. What is your race and origin? [What other race or origin are you?] PROBE UNTIL EXHAUSTED
11. Can you tell me more **about your ancestry or ethnic origin?**

Q10. MARK ALL THAT APPLY – FOR EACH MARKED ASK Q.11	Q. 11 your ancestry or ethnic origin?
<input type="checkbox"/> a. White	
<input type="checkbox"/> b. Black or African American	
<input type="checkbox"/> c. Middle Eastern	
<input type="checkbox"/> d. North African	
<input type="checkbox"/> e. American Indian/Alaska Native	
<input type="checkbox"/> f. Asian	
<input type="checkbox"/> g. Native Hawaiian or Pacific Islander	
<input type="checkbox"/> h. SOME OTHER	
<input type="checkbox"/> i. NO OTHER RACE [FOR HISPANIC=YES ONLY]	

12. In what country or territory were you born? [DON'T READ CHOICES, CIRCLE ONE.]
- UNITED STATES [ NOT ELIGIBLE SKIP TO Q 15]
  - OTHER (SPECIFY: \_\_\_\_\_)

13. When did you first move to the U.S.? \_\_\_\_\_
- CODE:
- 1990s OR EARLIER
  - 2000-2009
  - 2010+

14. How many years in total have you lived in the U.S.? \_\_\_\_\_

15. What is your native language or languages? MARK ALL THAT APPLY ?
- [Target/screener language] SKIP to 16
  - English – NOT ELIGIBLE SKIP TO 21
  - Other (Specify: \_\_\_\_\_) Ask 15ci

- 15c i. How well do you speak [Russian/Chinese/Korean/Vietnamese/Arabic/Spanish]?
- Very well
  - Well- NOT ELIGIBLE
  - Not well - NOT ELIGIBLE
  - Not at all – NOT ELIGIBLE

16. How well do you read [Russian/Chinese/Korean/Vietnamese/Arabic/Spanish]?

- a. Very well
- b. Well
- c. Not well - NOT ELIGIBLE
- d. Not at all – NOT ELIGIBLE

It's not necessary that you speak English to participate in our study, but I need to ask you a few questions about English now.

17. How well do you speak **English**?

- a. Very well
- b. Well

- c. Not well
- d. Not at all

18. How well do you read **English**?

- a. Very well
- b. Well

- c. Not well
- d. Not at all

ENGLISH VERY  
WELL = NOT  
ELIGIBLE

MONOLINGUAL  
ELIGIBLE SKIP  
TO Q21

19. Do you speak [Russian/Chinese/Korean/Vietnamese/Arabic/Spanish] better than English, English better than [Russian/Chinese/Korean/Vietnamese/Arabic/Spanish], or both about equally well?
- a. [Russian/Chinese/Korean/Vietnamese/Arabic/Spanish] better than English – Ask Q20
  - b. English better than Russian/Chinese/Korean/Vietnamese/Arabic/Spanish] -NOT ELIGIBLE
  - c. Both about equally well - Ask Q20
20. When both are available, do you prefer to complete forms in English or [Russian/Chinese/Korean/Vietnamese/Arabic/Spanish]? (Examples if confused: Government forms, questionnaires, school forms, medical forms)
- a. Target Language -TARGET DOMINANT BILINGUAL-ELIGIBLE
  - b. English – NOT ELIGIBLE
  - c. Either way – NOT ELIGIBLE
21. How many people live in your household? \_\_\_\_\_

**Now I just need to collect your contact information.**

22. What is the best phone number for me to contact you if you qualify for the study? //Is it OK to send a text message at that number?

Phone: \_\_\_\_\_ Text yes/no

Is there another number as well? \_\_\_\_\_ Text yes/no

23. If you qualify for the study, I want to pass on some information about your general location to the interviewer. what neighborhood or town do you live in? [PROBE IF NECESSARY FOR SUBDIVISION/CROSS-STREETS/LOCAL LIBRARY, IF YOU DO NOT KNOW THE AREA GET CROSS STREETS (I.E. IN DC/SD)]

LOCATION: \_\_\_\_\_

Thank you for your information. I'm going to pass it on to my supervisor *[this evening/Monday/etc.]* who will let me know if you qualify for the study. If you do *[I will call you back to confirm the time, date and location of the FG.]*

Question	If any of these are marked the R is NOT ELIGIBLE	Bilingual Group ELIGIBILITY or EXCLUSION	Monolingual Group ELIGIBILITY or EXCLUSION	Comments/Notes
4	B			
7	A			
12	A			Per 11/7 discussion; can ask census for exceptions as appropriate
15	A			
15i	C or D			
16	C or D			
17	A			Speaks English 'Very well' is excluded
17 & 18 Both C OR D		Not Eligible	Monolingual Group Eligible	
17 & 18 R speaks English well OR reads English very well or well		Bilingual eligible if: NOT Q19=B AND Q20=A	Not eligible	

## **Appendix H2: Screening Questionnaire—Spanish**



## QRML Screener

**NARRATIVE FAQ:** Déjeme decirle un poco acerca de este estudio. La Oficina del Censo está llevando a cabo un estudio para hacer que el Censo del 2020 funcione mejor. Tendremos una reunión (grupo focal) acerca de cómo las personas responden a las preguntas del Censo. Un grupo focal es una conversación entre una persona que se dedica a este tipo de estudios al que se le llama moderador y un grupo pequeño de personas, más o menos unas 10, que hayan sido seleccionadas de antemano. La reunión o grupo focal tarda unos 90 minutos aproximadamente. Vamos a grabar en video la reunión para que el equipo que trabaja en este proyecto pueda revisarlo para su estudio. Si usted califica y está de acuerdo en participar, es muy importante que no cancele luego, ya que sólo vamos a invitar a un número muy limitado de personas. Si usted participa en esta reunión le pagaremos \$75 en efectivo. ¿Tiene ahora unos 3 minutos para que le haga las preguntas?

ID Assigned:

Location:

Recruiter Initials:

Date:

Ad running in R's area (if ad):

### Bulleted FAQs:

- **PURPOSE:** La Oficina del Censo está llevando a cabo un estudio para hacer que el Censo del 2020 funcione mejor. A ellos les gustaría entender más acerca de cómo responde la gente al censo así como qué tan bien funcionan los formularios y otros materiales y cómo mejorarlos.
- **INCENTIVE:** Si usted califica para este estudio, le pagaremos \$75 en efectivo por ayudarnos a completarlo.
- **RTI/RSS:** RTI International es una organización sin fines de lucro que realiza estudios en general (o, RSS es una firma que realiza estudios bajo contrato). La Oficina del Censo nos ha contratado para llevar a cabo este estudio. Anteriormente, hemos hecho varios estudios para la Oficina del Censo.
- **CONFIDENTIALITY:** El estudio está protegido por el Título 13 del Código de los EE.UU. Cualquier persona que trabaje en RTI (o en RSS), incluyendo al moderador o a mí, podríamos ir a prisión o pagar una multa de hasta \$250,000 si divulgamos alguna información sobre usted.
- **VERIFICATION:** Usted puede llamar a la responsable del proyecto en RTI, la Sra. Mandy Sha. [La Sra. Sha habla español]. Su número de teléfono es (312) 456-5266. También puedo pedirle al personal del proyecto o a otros colegas de la Oficina del Censo los cuales han diseñado este estudio que se comuniquen con usted.

*[Note Concerns or Questions]*

## START HERE

1. ¿Cuál es su nombre? \_\_\_\_\_

2. ¿Y cómo se enteró de este estudio?

- a. FRIENDS
- b. FLYER
- c. NEWSPAPER AD
- d. INTERNET AD
- e. OTHERS (SPECIFY: \_\_\_\_\_)

3. Usted dijo que [vio] el anuncio en [manera en que se enteró]; ¿Me puede contar un poco sobre su situación y por qué pensó que podría calificar para el estudio? PROBE IF NEEDED: ¿En qué ciudad vive?

\_\_\_\_\_

4. Si usted califica, ¿estaría disponible el día/ los días (DATES) a la(s) (TIMES) para participar en una reunión (grupo de enfoque)? La reunión se llevará a cabo en (GIVE PLACE DETERMINED BY WHERE R IS LOCATED) [PROVIDE DATES AND TIMES FOR BOTH MONOLINGUAL AND BILINGUAL GROUPS UNLESS THEIR RESPONSE CLEARLY INDICATES THEY ARE BILINGUAL]

- a. Sí
- b. No → (IF UNABLE TO MAKE ANY OF THE TIMES, EXPLAIN THAT THEY DO NOT QUALIFY FOR THIS FOCUS GROUP, IF THEY KNOW SOMONE ELSE WHO MIGHT QUALIFY, THEY CAN PASS THE INFORMATION ALONG)

5. ¿Es usted hombre o mujer?

- a. Hombre
- b. Mujer
- c. OTHER/SOMETHING ELSE

6. ¿Trabaja usted para el gobierno federal de los Estados Unidos?

- a. YES → *Explain:* Desafortunadamente no le podemos pagar por su participación en el estudio, pero nos gustaría que participara si es que usted califica. Además, otros miembros de su hogar que no trabajen para el gobierno federal tal vez califiquen y ellos sí podrían recibir un pago por participar.
- b. NO

7. ¿Cuál es su edad? \_\_\_\_\_ YEARS OLD

CODE AGE CATEGORY:

- a. UNDER 18 – NOT ELIGIBLE
- b. 18-34
- c. 35-44
- d. 45-54
- e. 55-64
- f. 65 AND OLDER

8. ¿Cuál es el nivel más alto de estudios que ha completado? \_\_\_\_\_

CODE EDUCATION CATEGORY 2:

- a. LESS THAN HS EQUIVALENT
- b. HS EQUIVALENT OR SOME COLLEGE
- c. COLLEGE+

9. ¿Es usted de origen hispano, latino o español?

- a. Sí ASK BRACKETED Q10
- b. No

10. ¿De qué raza y origen es usted? [¿De qué otra raza u origen es usted?] PROBE UNTIL EXHAUSTED

MARK ALL THAT APPLY – FOR EACH MARKED ASK Q.11	Q11. ¿Puede decirme un poco más acerca de sus antepasados o su origen étnico?
<input type="checkbox"/> a. Blanca	
<input type="checkbox"/> b. Negra o Africana Americana	
<input type="checkbox"/> c. Medio Oriente	
<input type="checkbox"/> d. Norte de África	
<input type="checkbox"/> e. India Americana/Nativa de Alaska	
<input type="checkbox"/> f. Asiática	
<input type="checkbox"/> g. Nativa de Hawái o de las Islas del Pacífico	
<input type="checkbox"/> h. SOME OTHER RACE _____	
<input type="checkbox"/> i. NO OTHER RACE [FOR HISPANIC=YES ONLY]	

12. ¿En qué país o territorio nació? [DON'T READ CHOICES, CIRCLE ONE.]

- a. UNITED STATES [ NOT ELIGIBLE SKIP TO Q 15]
- b. OTHER (SPECIFY: \_\_\_\_\_)

13. ¿Cuándo se mudó a vivir en los Estados Unidos por primera vez? \_\_\_\_\_

CODE:

- a. 1990S OR EARLIER
- b. 2000-2009
- c. 2010+

14. ¿Cuántos años en total ha vivido en los EE.UU.? \_\_\_\_\_

15. ¿Cuál es su idioma materno? MARK ALL THAT APPLY ?

- ☐ a. Español SKIP to 16
- ☐ b. Inglés – NOT ELIGIBLE SKIP TO 21
- ☐ c. Otro (Especifique: \_\_\_\_\_) Ask 15ci

15c i. ¿Qué tan bien habla **español**?

- a. Muy bien
- b. Bien – NOT ELIGIBLE
- c. No muy bien – NOT ELIGIBLE
- d. Para nada – NOT ELIGIBLE

16. ¿Qué tan bien lee **español**?

- a. Muy bien
- b. Bien
- c. No muy bien – NOT ELIGIBLE
- d. Para nada – NOT ELIGIBLE

No es necesario que usted hable inglés para participar en nuestro estudio, pero tengo que hacerle ahora algunas preguntas sobre ese idioma.

17. ¿Qué tan bien habla **inglés**?

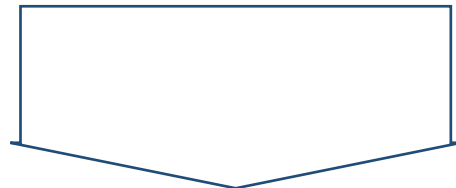
- a. Muy bien
- b. Bien
- c. No muy bien
- d. Para nada

18. ¿Qué tan bien lee **inglés**?

- a. Muy bien
- b. Bien
- c. No muy bien
- d. Para nada



ENGLISH VERY  
WELL = NOT  
ELIGIBLE



MONOLINGUAL  
ELIGIBLE SKIP  
TO Q21

19. ¿Habla usted español mejor que inglés, inglés mejor que español, o ambos por igual?
- Español mejor que inglés – Ask Q20
  - Inglés mejor que español -NOT ELIGIBLE
  - Ambos por igual - Ask Q20
20. Cuando un formulario está disponible en ambos idiomas, ¿prefiere completarlo en inglés o en español?  
(Examples if confused: Formularios del gobierno, cuestionarios, formularios escolares y médicos)
- Español -TARGET DOMINANT BILINGUAL-ELIGIBLE
  - Inglés – NOT ELIGIBLE
  - Cualquiera de los dos – NOT ELIGIBLE
21. ¿Cuántas personas viven en su hogar? \_\_\_\_\_

**Ahora sólo necesito pedirle su información de contacto.**

22. ¿Cuál es el mejor número de teléfono para comunicarnos con usted si califica para el estudio? ////¿Está bien si le mandamos un texto a ese número?
- Número de teléfono: \_\_\_\_\_ Texto sí/no
- ¿Tiene otro número de teléfono? \_\_\_\_\_ Texto sí/no
23. Si usted califica para el estudio, le daré al entrevistador alguna información acerca la zona general en que usted se encuentra. ¿En qué barrio/vecindario o ciudad vive usted? [PROBE IF NECESSARY FOR SUBDIVISION/CROSS-STREETS/LOCAL LIBRARY, IF YOU DO NOT KNOW THE AREA GET CROSS STREETS (I.E. IN DC/SD)]

LOCATION:

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Gracias por su información. Voy a enviársela a mi supervisor *[esta noche/el lunes/etc.]* quien me dirá si usted califica para el estudio. Si califica *[le llamaré para avisarle y confirmar la hora, fecha y el lugar donde se llevará a cabo el grupo focal o reunión]*

### **Appendix H3: Screening Questionnaire—Russian**

## QRML Russian Screener

ID Assigned:

Location:

Recruiter Initials:

Date:

Ad running in R's area (if ad):

### NARRATIVE FAQ:

Позвольте, я расскажу вам о нашем научном исследовании. В 2020 году будет проводиться перепись населения, и уже сейчас Бюро переписи населения США работает над тем, чтобы усовершенствовать эту процедуру. Для этого мы проводим так называемые фокус-группы, или иными словами, групповые обсуждения, во время которых мы тестируем материалы переписи населения, в том числе анализируем, как люди понимают и реагируют на вопросы анкеты. В роли модератора выступает научный сотрудник : он ведет беседу с небольшой группой (примерно 10 человек) предварительно отобранных людей. Такая дискуссия длится приблизительно 90 минут ( полтора часа). Во время беседы производится видеозапись, чтобы в дальнейшем сотрудники, работающие в этом научном проекте, могли использовать эту информацию. Если Ваша кандидатура подойдет и если Вы согласитесь участвовать, то очень важно, чтобы вы не поменяли своё решение и не отказались от участия, поскольку только ограниченное число людей будет приглашено участвовать в дискуссии. За участие в фокус-группе вы получите компенсацию в размере 75 долларов наличными. Если сейчас у вас есть 3 минуты, я задам вам несколько вопросов, которые помогут определить, подходит ли Ваша кандидатура для участия в дискуссии.

### Bulleled FAQs:

- **ЦЕЛЬ:** Бюро переписи населения тестирует материалы, которые будут использоваться при переписи в 2020 году. Им важно понять, как люди реагируют на Перепись населения в целом, как отвечают на вопросы переписного листа, правильно ли составлены материалы переписи и как можно их усовершенствовать.
- **ВОЗНАГРАЖДЕНИЕ:** Если Ваша кандидатура подойдет, то Вы получите 75 долларов за Вашу помощь в нашем научном исследовании.
- **RTI/RSS:** RTI - научно-исследовательская, некоммерческая организация, а RSS – это служба поддержки научно-исследовательской работы, подрядчик RTI. Эти две организации получили задание от Бюро переписи населения провести это тестирование. Обе эти организации уже неоднократно проводили подобные исследовательские проекты для Бюро переписи населения.
- **КОНФИДЕНЦИАЛЬНОСТЬ:** Это исследование проходит в рамках статьи 13 Кодекса законов США, согласно которой любой сотрудник RTI или RSS, в том числе и я, и тот, кто будет проводить беседу, могут лишиться свободы или заплатить 250,000 долларов штрафа, если разгласят какую-либо информацию касающуюся Вас.

- **ДОСТОВЕРНОСТЬ ИНФОРМАЦИИ:** Вы можете проверить достоверность того, о чем я Вам рассказал(а), позвонив менеджеру этого исследовательского проекта Мэнди Ша, которая работает в RTI. Ее номер телефона (312) 456-5266. А также я могу попросить сотрудников Бюро переписи населения, разработавших этот проект, связаться с Вами.

***[Note Concerns or Questions]***

**START HERE**

1. Как Вас зовут? \_\_\_\_\_
2. Как Вы узнали об этом исследовании?
  - a. ОТ ДРУЗЕЙ
  - b. ИЗ РЕКЛАМНОГО ПРОСПЕКТА
  - c. ИЗ ОБЪЯВЛЕНИЯ В ГАЗЕТЕ
  - d. ИЗ ОБЪЯВЛЕНИЯ В ИНТЕРНЕТЕ/НА ВЕБСАЙТЕ
  - e. ИЗ ДРУГОГО ИСТОЧНИКА ( ПОЯСНИТЕ: \_\_\_\_\_ )
3. Вы сказали, что Вы увидели объявление (услышали от кого-то). Поясните, пожалуйста, почему Вы решили позвонить и почему Вы думаете, что Ваша кандидатура подходит для нас? **PROBE IF NEEDED:** Где Вы живете? \_\_\_\_\_
4. Если Вас выберут, сможете-ли Вы принять участие в дискуссии(дата, время). Фокус-группа будет проводиться по адресу\_\_\_\_\_. (GIVE PLACE DETERMINED BY WHERE R IS LOCATED) [PROVIDE DATES AND TIMES FOR BOTH MONOLINGUAL AND BILINGUAL GROUPS UNLESS THEIR RESPONSE CLEARLY INDICATES THEY ARE BILINGUAL]
  - a. Да
  - b. Нет → (IF UNABLE TO MAKE ANY OF THE TIMES, EXPLAIN THAT THEY DO NOT QUALIFY FOR THIS FOCUS GROUP, IF THEY KNOW SOMONE ELSE WHO MIGHT QUALIFY, THEY CAN PASS THE INFORMATION ALONG)
5. Какой у Вас пол?
  - a. Мужской
  - b. Женский
  - c. ДРУГОЙ/ПРОЧЕЕ



6. Являетесь ли Вы чиновником федерального уровня? (Работаете ли Вы на федеральное правительство США)?

a. ДА → *Explain*: К сожалению, мы не сможем заплатить Вам вознаграждение за Ваше участие в исследовании, но мы будем рады, если Вы все же решите участвовать и если Ваша кандидатура подойдет. Также, члены Вашего домохозяйства могут участвовать, если, конечно, их кандидатура нам подойдет, и им, в этом случае, мы сможем заплатить.

b. НЕТ

7. Сколько Вам лет? \_\_\_\_\_

CODE AGE CATEGORY:

- a. МЕНЬШЕ 18 – NOT ELIGIBLE
- b. 18-34
- c. 35 -44
- d. 45-54
- e. 55-64
- f. 65 И СТАРШЕ

8. Какое образование Вы получили? \_\_\_\_\_

CODE EDUCATION CATEGORY 2:

- a. НЕЗАКОНЧЕННАЯ ОБЩЕОБРАЗОВАТЕЛЬНАЯ ШКОЛА
- b. ЗАКОНЧЕННАЯ ОБЩЕОБРАЗОВАТЕЛЬНАЯ ШКОЛА, СРЕДНЕЕ СПЕЦИАЛЬНОЕ ОБРАЗОВАНИЕ, НЕЗАКОНЧЕННЫЙ КОЛЛЕДЖ, ИНСТИТУТ, УНИВЕРСИТЕТ.
- c. ИНСТИТУТ, УНИВЕРСИТЕТ И ВЫШЕ.

9. Является ли Ваше национальное происхождение латиноамериканским или испанским?

- a. Да ASK BRACKETED Q10
- b. Нет

10. К какой расе или этнической группе Вы себя относите? [А еще?] **PROBE UNTIL EXHAUSTED**

11. Не могли ли Вы рассказать мне о своих корнях и о Вашем национальном происхождении ?

<b>Q10. MARK ALL THAT APPLY – FOR EACH MARKED ASK Q.11</b>	<b>Q. 11 Ваши корни или этническое происхождение?</b>
<input type="checkbox"/> a. White	
<input type="checkbox"/> b. Black or African American	
<input type="checkbox"/> c. Middle Eastern	
<input type="checkbox"/> d. North African	
<input type="checkbox"/> e. American Indian/Alaska Native	
<input type="checkbox"/> f. Asian	
<input type="checkbox"/> g. Native Hawaiian or Pacific Islander	
<input type="checkbox"/> h. SOME OTHER	
<input type="checkbox"/> i. NO OTHER RACE [FOR HISPANIC=YES ONLY]	

12. В какой стране или на какой территории Вы родились? [DON'T READ CHOICES, CIRCLE ONE.]

- a. UNITED STATES [ NOT ELIGIBLE SKIP TO Q 15]
- b. OTHER (SPECIFY: \_\_\_\_\_)

13. Когда Вы впервые переехали в США? \_\_\_\_\_

CODE:

- a. 1990S OR EARLIER
- b. 2000-2009
- c. 2010+

14. Сколько всего лет Вы проживаете в США? \_\_\_\_\_

15. Какой Ваш родной язык или родные языки?

MARK ALL THAT APPLY

- ☐ a. [Target/screener language] SKIP to 16  
☐ b. English – NOT ELIGIBLE SKIP TO 21  
☐ c. Other (Specify : \_\_\_\_\_) Ask 15ci

15c i. Насколько хорошо Вы говорите по-русски?

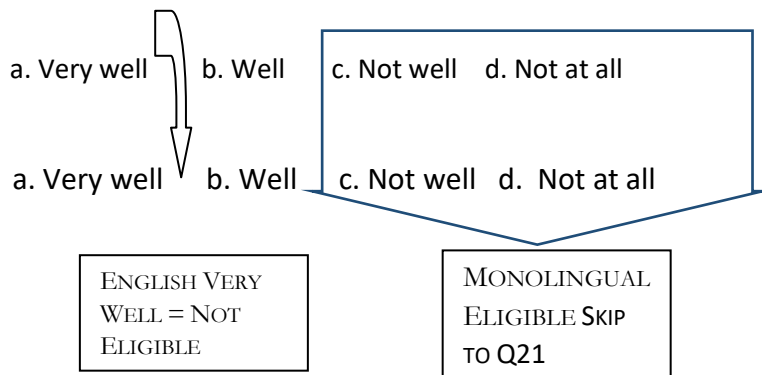
- a. Very well  
b. Well- NOT ELIGIBLE  
c. Not well - NOT ELIGIBLE  
d. Not at all – NOT ELIGIBLE

16. Насколько хорошо Вы читаете по-русски?

- a. Very well  
b. Well  
c. Not well - NOT ELIGIBLE  
d. Not at all – NOT ELIGIBLE

Для участия в нашем исследовании совсем не обязательно хорошо знать или вообще владеть английским языком, но тем не менее я должна задать Вам несколько вопросов о том, владеете ли Вы английским языком.

17. Насколько хорошо Вы говорите **по-английски**?



18. Насколько хорошо Вы читаете **по-английски**?

19. На каком языке Вы говорите лучше: на английском или на русском, или на обоих языках одинаково?
- a. [Russian/Chinese/Korean/Vietnamese/Arabic/Spanish] better than English – Ask Q20
  - b. English better than Russian/Chinese/Korean/Vietnamese/Arabic/Spanish] -NOT ELIGIBLE
  - c. Both about equally well - Ask Q20

20. Если у Вас есть возможность заполнить документы на выбор - на английском или на русском языках – на каком языке Вы предпочтете это сделать? (Examples if confused: Government forms, questionnaires, school forms, medical forms)
- a. Target Language -TARGET DOMINANT BILINGUAL-ELIGIBLE
  - b. English – NOT ELIGIBLE
  - c. Either way – NOT ELIGIBLE

21. Сколько человек проживают в Вашем домохозяйстве, включая Вас? \_\_\_\_\_

**И последнее – мне нужна Ваша контактная информация.**

22. По какому телефону лучше звонить, если Ваша кандидатура подойдет для нашего проекта? /На Ваш телефон можно отправлять текст-сообщения?

Phone: \_\_\_\_\_ Text yes/no

А еще есть какой-либо телефон, на всякий случай? \_\_\_\_\_ Text yes/no

23. Если вы будете выбраны для участия, нам нужно будет знать где Вы проживаете. Скажите в каком районе /пригороде/месте вы живете? [PROBE IF NECESSARY FOR SUBDIVISION/CROSS-STREETS/LOCAL LIBRARY, IF YOU DO NOT KNOW THE AREA GET CROSS STREETS (I.E. IN DC/SD)]

LOCATION:

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Спасибо Вам за информацию. Я передам все записанное своему начальству [*this evening/Monday/etc.*]. Они мне сообщат, подходит ли Ваша кандидатура, и если подходит, то я Вам перезвоню, и подтвержу место и время проведения фокус-группы.

## **Appendix H4: Screening Questionnaire—Chinese**

## Screening QRML Focus Groups

**NARRATIVE FAQ:** Let me tell you a little bit about this study. The Census Bureau is conducting research to make the 2020 Census work better. We will be having a focus group about how people respond to census questions. A focus group is a group discussion between a research professional called a moderator and a small group of people, about 10, who have been pre-selected. The focus groups last about 90 minutes. We make a videotape of the focus group so we can have the project team review it for their research. If you do qualify and agree to participate, it is very important that you don't cancel since only a limited number of people are invited. If you attend the focus group we will pay you \$75. Do you have about 3 minutes for me to ask you the questions now to see if you qualify?

ID Assigned:

Location:

Recruiter Initials:

Date:

Ad running in R's area (if ad):

首先我向您解释一下这个研究项目。美国人口普查局正在进行研究来改进2020年的人口普查。我们通过专题小组讨论会来看一般人是如何回答人口普查的问题。专题小组讨论会就是一个研究员和事先选出来的一组人进行讨论，一组大概有十个人。研究员是专题小组讨论会的主持人。专题小组讨论会大约需要90分钟。进行专题小组讨论的时候我们会录影。这是为了让我们的研究人员之后可作参考。如果您符合条件，并同意参加这项研究，请您不要改变主意或取消参加，因为我们邀请的人数是有限定的。我们将会付您\$75元的酬谢金来答谢您参加这个专题小组讨论会。我现在问您几个问题来确定您是否符合条件参加这项研究。您现在有大体3分钟的时间来回答几个问题吗？

### Bulleted FAQs:

- **PURPOSE:** The Census Bureau is conducting research to make the 2020 Census work better. They would like to understand more about how people respond to the census as well as how well the census forms and other materials work and how to improve them.
- 美国人口普查局正在进行一项研究来改进 2020 年的人口普查。这项研究的目的是了解一般人是否参加美国人口普查，并要了解人口普查表和其他有关普查的材料是否清楚易懂，以及如何改进人口普查表和有关材料。
- **INCENTIVE:** If you qualify for this study, we will pay you \$75 to help us complete this research.
- 如果您符合参加这项研究的条件，我们将会邀请您参加这个研究项目，并付您\$75 元，表示感谢。
- **RTI/RSS:** RTI International is a nonprofit research organization (or RSS is a contract research firm). The Census Bureau contracted with us to conduct this research. We have assisted the Census Bureau with several research studies in the past.
- RTI 研究所（或 RSS）是一个非营利性研究机构。这个研究项目是美国人口普查局委托 RTI 研究所进行的。RTI 研究所曾协助人口普查局做过多项研究项目。
- **CONFIDENTIALITY:** The study is protected by US Code Title 13. Anyone working at RTI (OR RSS), including the interviewer or me, could either go to jail or pay a fine up to \$250,000 if we divulge any information about you. 这项研究是受到《美国法律》第13章的保护。如果任何RTI（或 RSS）的工作人员，包括访员和我，泄露您的个人资料的话，我们将会受到监禁或是罚款\$250, 000。
- **VERIFICATION:** You can call the study's project manager Mandy Sha at RTI International. [Ms. Sha speaks Spanish/Chinese]. Her number is 1 I can also have project or other researchers at the Census Bureau who designed this study contact you.
- 如果您对这项研究有任何问题，可以打电话询问项目主任，Mandy Sha 女士，[Mandy Sha 女士会讲中文]。她的电话号码是：(312) 456-5266。我也可以请人口普查局负责设计这项研究的人员来与您

联络。

**[Note Concerns or Questions]**

## START HERE

1. What is your name? \_\_\_\_\_  
请问您的名字是什麽? \_\_\_\_\_

2. And how did you hear about this study?
- a. FRIENDS
  - b. FLYER
  - c. NEWSPAPER AD
  - d. INTERNET AD
  - e. OTHERS (SPECIFY: \_\_\_\_\_)

您从哪里得知这项研究的?

- A. 朋友
- B. 传单
- C. 报纸广告
- D. 网上广告
- E. 其他 (请注明: \_\_\_\_\_)

3. You said that you [saw] the ad on [way heard]; Can you tell me about your situation and why you thought you might qualify for the study? PROBE IF NEEDED: What city do you live in? \_\_\_\_\_

您说您从『 』得知这项研究; 您可以告诉我您的情况, 还有您为何觉得您可能符合这项研究的条件吗?  
PROBE IF NEEDED: What city do you live in? \_\_\_\_\_ 您住在哪一个城市?

4. If you are eligible, are you available on (DATES) (TIMES) to participate in a focus group? The FG will be held in (GIVE PLACE DETERMINED BY WHERE R IS LOCATED) [PROVIDE DATES AND TIMES FOR BOTH MONOLINGUAL AND BILINGUAL GROUPS UNLESS THEIR RESPONSE CLEARLY INDICATES THEY ARE BILINGUAL]
- a. Yes
  - b. No → (IF UNABLE TO MAKE ANY OF THE TIMES, EXPLAIN THAT THEY DO NOT QUALIFY FOR THIS FOCUS GROUP, IF THEY KNOW SOMONE ELSE WHO MIGHT QUALIFY, THEY CAN PASS THE INFORMATION ALO

如果您符合参加这项研究的条件的话, 请问您什么时候 (月日) (几点) 方便? 这个专题小组讨论会在「 」进行。 (GIVE PLACE DETERMINED BY WHERE R IS LOCATED) [PROVIDE DATES AND TIMES FOR BOTH MONOLINGUAL AND BILINGUAL GROUPS UNLESS THEIR RESPONSE CLEARLY INDICATES THEY ARE BILINGUAL]

5. Are you male or female?

- a. Male
- b. Female
- c. OTHER/SOMETHING ELSE

您是男性还是女性？

- a. 男性
- b. 女性
- c. 其他

6. Do you work for the United States federal government?

- a. YES → *Explain:* Unfortunately you cannot be paid for your study participation but we would still like you to participate if you qualify. Also, other household members who do not work for the federal government might qualify and could be paid.
- b. NO

您在美国联邦政府工作吗？

- a. YES → *Explain:* 对不起，我们无法支付您参加这项研究的费用。但是如果您符合这项研究要求的话，我们还是希望您可以参加。另外，如果您家中有不是为联邦政府工作的其他人，他们有可能符合参加条件，而且可以接受我们支付的费用。
- b. NO

7. What is your age? \_\_\_\_\_ YEARS OLD

CODE AGE CATEGORY:

- a. UNDER 18 – NOT ELIGIBLE
- b. 18-34
- c. 35-44
- d. 45-54
- e. 55-64
- f. 65 AND OLDER

请问您多大年纪？

- a. UNDER 18 - NOT ELIGIBLE
- b. 18-34
- c. 35 -44
- d. 45-54
- e. 55-64
- f. 65 AND OLDER

8. What is the highest level of education you have completed \_\_\_\_\_

CODE EDUCATION CATEGORY 2:

- a. LESS THAN HS EQUIVALENT
- b. HS EQUIVALENT OR SOME COLLEGE

Screener

[ONCE APPROVED: OMB Control Number: 0690-0030; Expiration: 有效日期: 6/30/2017



C. COLLEGE+

请问您的最高教育程度是什么？

- a. 低于高中
- b. 高中同等学历或大学肄业
- c. 大学以上

9. Are you of Hispanic, Latino or Spanish origin?

- a. Yes ASK BRACKETED Q10
- b. No

请问您是西班牙裔、拉美裔或西班牙后裔吗？

- a. 是 询问下面表个里的 Q10
- b. 否

10. What is your race and origin? [What other race or origin are you?] PROBE UNTIL EXHAUSTED

您是属于什么种族或族裔？ PROBE UNTIL EXHAUSTED

11. Can you tell me more **about your ancestry or ethnic origin**? 请您更详细地告诉我您祖先或种族是什么。

Q10. MARK ALL THAT APPLY – FOR EACH MARKED ASK Q.11	Q. 11 your ancestry or ethnic origin?
<input type="checkbox"/> a. White	
<input type="checkbox"/> b. Black or African American	
<input type="checkbox"/> c. Middle Eastern	
<input type="checkbox"/> d. North African	
<input type="checkbox"/> e. American Indian/Alaska Native	
<input type="checkbox"/> f. Asian	
<input type="checkbox"/> g. Native Hawaiian or Pacific Islander	
<input type="checkbox"/> h. SOME OTHER	
<input type="checkbox"/> i. NO OTHER RACE [FOR HISPANIC=YES ONLY]	

12. In what country or territory were you born? [DON'T READ CHOICES, CIRCLE ONE.]

- a. UNITED STATES [ NOT ELIGIBLE SKIP TO Q 15]
- b. OTHER (SPECIFY: \_\_\_\_\_)

您是在哪个国家或地区出生的？ [DON'T READ CHOICES. CIRCLE ONE.]

- a. 美国 [ NOT ELIGIBLE SKIP TO Q 15]
- b. 其他（请注明 \_\_\_\_\_）

13. When did you first move to the U.S.? \_\_\_\_\_

CODE:

- a. 1990s OR EARLIER
- b. 2000-2009
- c. 2010+

您最初是什么时候来到美国的? \_\_\_\_\_

CODE:

- a. 1990s OR EARLIER
- b. 2000-2009
- c. 2010+

14. How many years in total have you lived in the U.S.? \_\_\_\_\_

您在美国一共住了几年? \_\_\_\_\_

15. What is your native language or languages? MARK ALL THAT APPLY ?

- ☐ a. [Target/screener language] SKIP to 16
- ☐ b. English – NOT ELIGIBLE SKIP TO 21
- ☐ c. Other (Specify: \_\_\_\_\_) Ask 15ci

请问您的母语是什么? MARK ALL THAT APPLY ?

- ☐ a. [中文] SKIP to 16
- ☐ b. 英文 – NOT ELIGIBLE SKIP TO 21
- ☐ c. 其他 (请注明 \_\_\_\_\_) Ask 15ci

15c i. How well do you speak [Russian/Chinese/Korean/Vietnamese/Arabic/Spanish]?

- a. Very well
- b. Well - NOT ELIGIBLE
- c. Not well - NOT ELIGIBLE
- d. Not at all – NOT ELIGIBLE

15c i. 您的中文口语能力如何

- a. 非常好
- b. 好 - NOT ELIGIBLE
- c. 不太好 - NOT ELIGIBLE
- d. 完全不会讲 - NOT ELIGIBLE

16. How well do you read [Russian/Chinese/Korean/Vietnamese/Arabic/Spanish]?

- a. Very well
- b. Well
- c. Not well - NOT ELIGIBLE
- d. Not at all – NOT ELIGIBLE

您的中文字阅读能力如何?

- a. 非常好
- b. 好

- c. 不太好 - NOT ELIGIBLE
- d. 完全不会看 - NOT ELIGIBLE

It's not necessary that you speak English to participate in our study, but I need to ask you a few questions about English now.

参加这个研究不需要讲英文，但是我需要问您几个有关英文能力的问题。

17. How well do you speak **English**?

a. Very well      b. Well

c. Not well      d. Not at all

18. How well do you read **English**?

a. Very well      b. Well

c. Not well      d. Not at all

ENGLISH VERY  
WELL = NOT  
ELIGIBLE

MONOLINGUAL  
ELIGIBLE SKIP  
TO Q21

18. 您的英文口语能力如何？ a. 非常好

b. 好      c. 不太好      d. 完全不会讲

19. 您的英文阅读能力如何？ a. 非常好

b. 好      c. 不太好      d. 完全不会看

ENGLISH VERY  
WELL = NOT  
ELIGIBLE

MONOLINGUAL  
ELIGIBLE SKIP  
TO Q21

19. Do you speak [Russian/Chinese/Korean/Vietnamese/Arabic/Spanish] better than English, English better than [Russian/Chinese/Korean/Vietnamese/Arabic/Spanish], or both about equally well?
- a. [Russian/Chinese/Korean/Vietnamese/Arabic/Spanish] better than English – Ask Q20
  - b. English better than Russian/Chinese/Korean/Vietnamese/Arabic/Spanish] -NOT ELIGIBLE
  - c. Both about equally well - Ask Q20

您的中文讲得比英文好，还是英文讲得比中文好，或者是两者一样好？

- a. 中文讲得比英文好– Ask Q20
- b. 英文讲得比中文好 -NOT ELIGIBLE
- c. 两者一样好 - Ask Q20

20. When both are available, do you prefer to complete forms in English or [Russian/Chinese/Korean/Vietnamese/Arabic/Spanish]? (Examples if confused: Government forms, questionnaires, school forms, medical forms)
- a. Target Language -TARGET DOMINANT BILINGUAL-ELIGIBLE
  - b. English – NOT ELIGIBLE
  - c. Either way – NOT ELIGIBLE

在中英文都有的情况下，您比较喜欢以哪一个语言来填写表格呢？

- a. 中文 – TARGET DOMINANT BILINGUAL-ELIGIBLE
- b. 英文 – NOT ELIGIBLE
- c. 两者都可以 – NOT ELIGIBLE

21. How many people live in your household? \_\_\_\_\_

有几个人住在您的居所？ \_\_\_\_\_

**Now I just need to collect your contact information.**

现在我需要记下您的联系方式。

22. What is the best phone number for me to contact you if you qualify for the study? //Is it OK to send a text message at that number?

Phone: \_\_\_\_\_ Text yes/no

Is there another number as well? \_\_\_\_\_ Text yes/no

如果您符合参加这个研究的条件的话，我们要打哪一个电话号码来联络您？//这个号码可以留短信吗？

联络电话号码\_\_\_\_\_ 短信可以/不可以

还有其他电话号码吗？\_\_\_\_\_ 短信可以/不可以

23. If you qualify for the study, I want to pass on some information about your general location to the interviewer. what neighborhood or town do you live in? [PROBE IF NECESSARY FOR SUBDIVISION/CROSS-STREETS/LOCAL LIBRARY, IF YOU DO NOT KNOW THE AREA GET CROSS STREETS (I.E. IN DC/SD)]

LOCATION: \_\_\_\_\_

如果您符合参加这项研究的条件的话，我需要将您的一些基本资料传给访问员。请问您住在哪个地区和市镇？[PROBE IF NECESSARY FOR SUBDIVISION/CROSS-STREETS/LOCAL LIBRARY, IF YOU DO NOT KNOW THE AREA GET CROSS STREETS (I.E. IN DC/SD)]

LOCATION: \_\_\_\_\_

Thank you for your information. I'm going to pass it on to my supervisor [*this evening/Monday/etc.*] who will let me know if you qualify for the study. If you do [*I will call you back to confirm the time, date and location of the FG.*]

谢谢您宝贵的时间。（今晚/星期一/等）我将把这些资料交给我的主管，然后他会告诉我您是否符合参加这项研究的条件。如果您符合的话，（我将会打电话给您，告诉您专题小组讨论的日期、时间和地点）。

Question	If any of these are marked the R is NOT ELIGIBLE	Bilingual Group ELIGIBILITY or EXCLUSION	Monolingual Group ELIGIBILITY or EXCLUSION	Comments/Notes
4	B			
7	A			
12	A			Per 11/7 discussion; can ask census for exceptions as appropriate
15	A			

15i	C or D			
16	C or D			
17	A			Speaks English 'Very well' is excluded
17 & 18 Both C OR D		Not Eligible	Monolingual Group Eligible	
17 & 18 R speaks English well OR reads English very well or well		Bilingual eligible if: NOT Q19=B AND Q20=A	Not eligible	

## **Appendix H5: Screening Questionnaire—Korean**

## Screener QRML Focus Groups

ID Assigned:

Location:

Recruiter Initials:

Date:

Ad running in R's area (if ad):

**NARRATIVE FAQ:** 먼저 이 연구에 대해서 간단히 설명드릴게요. 미국 인구조사국에서는 2020년에 있을 센서스 인구 조사의 성공적 실시를 돕는 연구를 진행중입니다. 저희는 사람들이 어떻게 센서스 질문에 응답하는지에 대한 포커스 그룹 좌담회를 진행하는데요. 이건 미리 선정한 한 명의 진행자와 10명 가량의 사람들이 소규모로 토론하는 걸 말하는 거예요. 약 90분 정도 걸리고, 이후에 있을 연구 팀의 보고서 작성을 위해 비디오 녹화도 할 거예요. 참석자 수가 제한되어 있기 때문에, 만약 자격이 되셔서 참석자로 선정되시면, 참석 약속을 꼭 지켜 주시길 부탁드립니다. 참석 사례로는 \$75를 드립니다. 제가 참가 자격이 있는 지 알아보기 위해 몇가지 질문을 드리겠습니다.

### Bulleted FAQs:

- **Purpose:** 미국 인구조사국에서는 2020년에 있을 센서스 인구 조사를 보다 잘 실시하기 위한 연구를 진행하고 있습니다. 인구조사국에서는 사람들이 조사 설문지나 다른 자료들에 어떻게 반응하는지를 알아봄으로써 이를 개선하고자 합니다.
- **Incentive:** OO님께서 연구 대상으로 선정되시면, 저희 연구를 도와주신 데 대한 사례비로 인터뷰가 끝난후 \$75을 드립니다.
- **RTI/RSS:** RTI 인터내셔널은 비영리 연구 기관으로 인구조사국은 이 연구를 진행하기 위해 저희와 연구용역 계약을 맺었습니다. 과거에도 저희 RTI는 센서스 인구조사국이 실시하는 여러 연구들을 도운 바 있습니다.
- **CONFIDENTIALITY:** 이 연구는 미 연방 헌법 13조에 따라 보호됩니다. 저나 면접원 등 RTI에서 일하는 누구든지 OO님에대한 어떤 정보라도 누설하면 감옥에 가거나 최고 \$250,000까지 벌금형을 받습니다.
- **VERIFICATION:** 이 연구의 RTI 프로젝트 매니저인 맨디 샤 (MANDY SHA)에게 전화하실 수 있습니다.전화번호는 312-456-5266입니다. 아니면, 인구조사국의 이 연구 책임자가 OO님께 연락드리도록연결해 드릴 수 있습니다.

*[Note Concerns or Questions]*

## START HERE



1. 성함(이름)이 어떻게 되시죠? \_\_\_\_\_
2. 이 연구에 대해서 어떻게 들으셨어요? (보기를 읽지 말고 해당하는 답을 선택할 것)
  - a. 친구
  - b. 전단지
  - c. 신문 광고
  - d. 인터넷 광고
  - e. 기타 (구체적으로 쓸 것: \_\_\_\_\_)
3. [Way heard] 에서 (저희 연구에 대해) 보셨다고 하셨는데요. 본인에 대해 좀 더 이야기해주시겠어요? 왜 본인이 저희 연구에 적합하다고 생각하시나요? PROBE IF NEEDED: 어디 사세요? \_\_\_\_\_
4. 만약 자격이 되시면 (DATES) (TIMES) 에 포커스 그룹 토론에 참석 가능하세요? 그룹 토론은 엘에이 한인타운에서 있을 예정입니다. [이중 언어/단일 언어 좌담회 날짜를 모두 알려줄 것]
  - a. 예
  - b. 아니오 → (참석이 불가능하면, 선정 대상이 될 수 없는 이유 설명할 것. 만약 아는 사람 중에 연구 대상이 될만한 사람이 있으면, 좀 알려 달라고 부탁할 것)
5. 성별이 어떻게 되세요?
  - a. 남성
  - b. 여성
  - c. 기타/ 그 밖의 다른 성
6. 현재 미국 연방 정부에서 일하고 계신가요?
  - a. 예 → 설명할 것: OO님이 연구 대상이 되면, 참여하실 수는 있지만, 참가 사례비를 받으실 수가 없어요. 만약, 댁에 계신 다른 가족분이 연방 정부에서 일하지 않으시면서 연구에 적합하다면, 그 분을 인터뷰하고 사례비를 드릴 수도 있습니다.
  - b. 아니오
7. 만으로 나이가 어떻게 되세요? \_\_\_\_\_세  
CODE AGE CATEGORY
  - a. 18세 미만 – 참가 자격 없음.
  - b. 18-34
  - c. 35 -44
  - d. 45-54
  - e. 55-64
  - f. 65 세 이상

8. 학교는 어디까지 마치셨어요? \_\_\_\_\_

CODE EDUCATION CATEGORY

- a. 고졸 미만
- b. 고졸 혹은 대학 중퇴
- c. 대졸 이상

9. 히스패닉, 라티노, 또는 스페니쉬 계통이신가요?

- a. 예
- b. 아니오

10. OO님의 인종과 출신 민족이 어떻게 되시나요?

11. 민족이나 조상에 대해 더 자세히 말씀해 주시겠어요?

Q10. 해당 항목에 모두 표시하시요- 선택 항목 모두에 대해 Q11 을 질문할 것	Q11.민족
<input type="checkbox"/> a. 백인	
<input type="checkbox"/> b. 흑인 또는 아프리카계 미국인	
<input type="checkbox"/> c. 중동인	
<input type="checkbox"/> d. 북아프리카인	
<input type="checkbox"/> e. 아메리칸 인디언/알래스카 원주민	
<input type="checkbox"/> f. 아시안	
<input type="checkbox"/> g. 하와이 원주민 또는 태평양 섬 원주민	
<input type="checkbox"/> h. 기타 _____	
<input type="checkbox"/> i. 다른 인종 없음 (히스패닉='예' 경우만)	

12. 어느 나라나 영토에서 태어나셨나요? [DON'T READ CHOICES, CIRCLE ONE.]

- a. 미국 - 참가 자격 없음, Q15 을 질문할 것
- b. 다른 나라 (구체적으로 쓸 것: \_\_\_\_\_)

13. 언제 처음 미국으로 이주하셨어요? \_\_\_\_\_

CODE:

- a. 1990 년대 혹은 그 이전
- b. 2000-2009
- c. 2010 년 혹은 그 이후

14. 미국에는 총 몇 년 째 살고 계신건가요? \_\_\_\_\_

15. 본인의 모국어는 무엇인가요? 여러개를 말씀하셔도 됩니다.

- a. 한국어 – Q16을 질문할 것
- b. 영어 – 참가 자격 없음, Q21을 질문할 것
- c. 기타(구체적으로 쓸 것: \_\_\_\_\_) – 15ci를 질문할 것

15c i. 한국어로 말을 얼마나 잘 하시나요?

- a. 아주 잘함
- b. 잘 함 – 참가 자격 없음
- c. 잘 못함 – 참가 자격 없음
- d. 전혀 못함 – 참가 자격 없음

16. 한글을 얼마나 잘 읽으세요?

- a. 아주 잘함
- b. 잘 함
- c. 잘 못함 – 참가 자격 없음
- d. 전혀 못함 – 참가 자격 없음

이 연구에 참여하기 위해 영어를 잘 하실 필요는 없지만, 관련한 질문을 몇가지 드려야 해서요.

17. 영어로 말을 얼마나 잘 하시나요?    A. 아주 잘함    b. 잘함

18. 영어로 된 글을 얼마나 잘 읽으세요?    A. 아주 잘함    b. 잘함

c. 잘 못함    d. 전혀 못함

c. 잘 못함    d. 전혀 못함

영어 말= 아주 잘함  
– 참가 자격 없음

MONOLINGUAL  
ELIGIBLE - Q21 을  
질문할 것

19. 한국말을 영어보다 더 잘하시나요, 영어를 더 잘하시나요 아니면 둘다 비슷한가요?
- a. 한국말을 영어보다 잘한다 – Q20을 질문할 것
  - b. 영어를 한국말보다 잘한다 – 참가 자격 없음
  - c. 둘다 비슷하게 잘한다 – Q20을 질문할 것
20. 설문지가 한국어, 영어 둘다 가능하다면, 어떤 언어로 작성하시길 원하십니까? (응답자가 혼란스러워 할 경우: 설문지, 학적부, 의료 양식 등의 예를 들 것)
- a. 한국어 – 한국어 우세 이중 언어자 – 참가 가능
  - b. 영어 – 참가 자격 없음
  - c. 둘다 상관 없음 – 참가 자격 없음
21. 이 가구에는 총 몇명이 살고 있나요? \_\_\_\_\_

**이제 OO님의 연락처를 알고 싶습니다.**

22. OO님께서 연구 대상으로 선정되셨을 때 알려드리려면, 어느 전화번호로 전화드리는 것이 가장 좋을까요?  
전화번호를 알려 주세요. // 이 번호에 문자 메시지를 남겨도 괜찮으시겠어요?

전화번호: \_\_\_\_\_ 문자 메시지: 예 / 아니오

제가 연락드릴 수 있는 다른 전화번호도 있나요? \_\_\_\_\_ 문자 메시지 예/아니오

23. OO님 께서 연구 대상으로 선정되신 경우, 저희 면접원에게 선생님이 어느 지역에 계신지 정도의 정보를 알려주어야 하는데요. 어느 지역 (타운/네이버후드)에 살고 계신가요? [필요하다면 지역의 subdivision/  
/cross-streets/local library 등을 보다 자세히 프로브할 것.]

위치: \_\_\_\_\_

말씀해 주셔서 정말 감사합니다. 말씀해 주신 정보는 [오늘 저녁/월요일/등등] 제 상사에게 알려드리겠습니다.  
그러면 저희 상사가 OO 님이 연구 대상으로 선정되었는지 아닌지를 제게 알려줄 거예요. 선정되신다면 [제가 바로 OO 님께 연락드려서 선정되었다고 알려드리고, 저희 면접원도 인터뷰 약속을 잡기 위해 OO 님께 전화 드릴 것입니다.

Question	If any of these are marked, the R is NOT ELIGIBLE	Bilingual Group ELIGIBILITY or EXCLUSION	Monolingual Group ELIGIBILITY or EXCLUSION	Comments/Notes
4	B			
7	A			
12	A			Per 11/7 discussion; can ask census for exceptions as appropriate
15	B			
15i	C or D			
16	C or D			
17	A			Speaks English 'Very well' is excluded
17 & 18 Both C OR D		Not Eligible	Monolingual Group Eligible	
17 & 18 R speaks English well OR reads English very well or well		Bilingual eligible if: NOT Q19=B AND Q20=A	Not eligible	

## **Appendix H6: Screening Questionnaire—Vietnamese**

## Screening QRML Focus Groups

ID Assigned:

Location:

Recruiter Initials:

Date:

Ad running in R's area (if ad):

### NARRATIVE FAQ:

Let me tell you a little bit about this study. The Census Bureau is conducting research to make the 2020 Census work better. We will be having a focus group about how people respond to census questions. A focus group is a group discussion between a research professional called a moderator and a small group of people, about 10, who have been pre-selected. The focus groups last about 90 minutes. We make a videotape of the focus group so we can have the project team review it for their research. If you do qualify and agree to participate, it is very important that you don't cancel since only a limited number of people are invited. If you attend the focus group we will pay you \$75. Do you have about 3 minutes for me to ask you the questions now to see if you qualify?

Xin cho phép tôi được giải thích sơ về cuộc nghiên cứu này. Cục Thống Kê Dân Số đang tiến hành các cuộc nghiên cứu để cải tiến mẫu Thống Kê Dân Số năm 2020. Chúng tôi sẽ tổ chức một buổi hội thảo nhóm để tìm hiểu cách mọi người trả lời các câu hỏi trong mẫu Thống Kê Dân Số như thế nào. Buổi hội thảo nhóm là một cuộc thảo luận trao đổi giữa một chuyên gia về nghiên cứu, cũng là người điều khiển buổi thảo luận nhóm nhỏ khoảng 10 người đã được tuyển chọn trước. Buổi hội thảo nhóm sẽ kéo dài khoảng 90 phút. Chúng tôi sẽ thu hình buổi hội thảo nhóm này để đội ngũ nghiên cứu của chương trình có thể tham khảo. Một điều rất quan trọng là nếu quý vị được tuyển chọn và đồng ý tham gia buổi hội thảo này, chúng tôi mong rằng quý vị sẽ không thay đổi quyết định vì chỉ có một số người được tuyển chọn có giới hạn. Nếu quý vị tham gia buổi hội thảo nhóm, chúng tôi sẽ trả thù lao \$75 cho quý vị. Quý vị có thể cho tôi khoảng 3 phút để hỏi xem quý vị có hội đủ điều kiện tham gia hay không?

### Bulleted FAQs:

- **PURPOSE:** The Census Bureau is conducting research to make the 2020 Census work better. They would like to understand more about how people respond to the census as well as how well the census forms and other materials work and how to improve them.
- Cục Thống Kê Dân Số đang tiến hành các cuộc nghiên cứu để cải tiến mẫu Thống Kê Dân Số năm 2020. Họ muốn tìm hiểu thêm về cách mọi người trả lời mẫu Thống Kê Dân Số như thế nào và họ cũng muốn biết các mẫu đơn thống kê có hiệu quả tốt hay không và làm cách nào để cải thiện các mẫu thống kê đó.
- **INCENTIVE:** If you qualify for this study, we will pay you \$75 to help us complete this research.
- Nếu quý vị hội đủ điều kiện và tham gia, chúng tôi sẽ trả thù lao \$75 cho quý vị.
- **RTI/RSS:** RTI International is a nonprofit research organization (or RSS is a contract research firm). The Census Bureau contracted with us to conduct this research. We have assisted the Census Bureau with several research studies in the past.
- RTI International là cơ quan phi lợi nhuận chuyên về nghiên cứu (hoặc RSS là công ty nghiên cứu theo hợp đồng). Cục Thống Kê Dân Số đã ký hợp đồng với chúng tôi để thực hiện cuộc nghiên cứu này. Chúng tôi đã hỗ trợ nhiều cuộc nghiên cứu khác cho Cục Thống Kê Dân Số trong những năm vừa qua.
- **CONFIDENTIALITY:** The study is protected by US Code Title 13. Anyone working at RTI (OR RSS), including the interviewer or me, could either go to jail or pay a fine up to \$250,000 if we divulge any information about you.
- Cuộc nghiên cứu này được Bộ Luật Số 13 của Hoa Kỳ bảo vệ. Những ai đang làm việc tại RTI (Hoặc RSS), kể cả người phỏng vấn hoặc là chính tôi cũng đều có thể sẽ bị phạt tù giam hoặc bị phạt tiền lên tới \$250,000 nếu chúng tôi tiết lộ bất cứ thông tin cá nhân nào của quý vị.
- **VERIFICATION:** You can call the study's project manager Mandy Sha at RTI International. [Ms. Sha speaks

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Spanish/Chinese]. Her number is (312) 456-5266. I can also have project or other researchers at the Census Bureau who designed this study contact you.

- Quý vị có thể liên lạc với cô Mandy Sha của RTI - Quản Lý Dự Án Nghiên Cứu - số điện thoại (312) 456-5266. Và nếu quý vị muốn thì những nhà thiết kế và điều hành chương trình nghiên cứu này của Cục Thống Kê Dân Số cũng có thể liên lạc với quý vị.

**[Note Concerns or Questions]**

## START HERE

1. What is your name? \_\_\_\_\_  
Tên của quý vị là gì? \_\_\_\_\_
2. And how did you hear about this study?
  - a. FRIENDS
  - b. FLYER
  - c. NEWSPAPER AD
  - d. INTERNET AD
  - e. OTHERS (SPECIFY: \_\_\_\_\_)

Quý vị biết đến cuộc nghiên cứu này bằng cách nào?

- a. BẠN BÈ
- b. TỜ QUẢNG CÁO RỜI
- c. RAO VẶT TRÊN BÁO
- d. RAO VẶT TRÊN INTERNET
- e. KHÁC (LIỆT KẾ: \_\_\_\_\_)

3. You said that you [saw] the ad on [way heard]; Can you tell me about your situation and why you thought you might qualify for the study? PROBE IF NEEDED: What city do you live in? \_\_\_\_\_

Quý vị nói là đã [thấy/nghe] quảng cáo trên từ [đâu/ai]; Quý vị có thể cho tôi biết về hoàn cảnh và lý do mà quý vị nghĩ là mình hội đủ điều kiện tham gia buổi hội thảo nhóm này? PROBE IF NEEDED: Quý vị đang sống tại thành phố nào? \_\_\_\_\_

4. If you are eligible, are you available on (DATES) (TIMES) to participate in a focus group? The FG will be held in (GIVE PLACE DETERMINED BY WHERE R IS LOCATED) [PROVIDE DATES AND TIMES FOR BOTH MONOLINGUAL AND BILINGUAL GROUPS UNLESS THEIR RESPONSE CLEARLY INDICATES THEY ARE BILINGUAL]

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- a. Yes
- b. No → (IF UNABLE TO MAKE ANY OF THE TIMES, EXPLAIN THAT THEY DO NOT QUALIFY FOR THIS FOCUS GROUP, IF THEY KNOW SOMONE ELSE WHO MIGHT QUALIFY, THEY CAN PASS THE INFORMATION ALONG)

Nếu quý vị được tuyển chọn, quý vị có sẵn sàng để tham gia buổi hội thảo nhóm vào (GIỜ) (NGÀY/THÁNG/NĂM) không? Buổi hội thảo nhóm sẽ được tổ chức tại (GIVE PLACE DETERMINED BY WHERE R IS LOCATED) [PROVIDE DATES AND TIMES FOR BOTH MONOLINGUAL AND BILINGUAL GROUPS UNLESS THEIR RESPONSE CLEARLY INDICATES THEY ARE BILINGUAL]

- a. Có
- b. Không → (IF UNABLE TO MAKE ANY OF THE TIMES, EXPLAIN THAT THEY DO NOT QUALIFY FOR THIS FOCUS GROUP, IF THEY KNOW SOMONE ELSE WHO MIGHT QUALIFY, THEY CAN PASS THE INFORMATION ALONG)

5. Are you male or female?

- a. Male
- b. Female
- c. OTHER/SOMETHING ELSE

Quý vị là nam hay nữ?

- a. Nam
- b. Nữ
- c. Khác

6. Do you work for the United States federal government?

- a. YES → *Explain:* Unfortunately you cannot be paid for your study participation but we would still like you to participate if you qualify. Also, other household members who do not work for the federal government might qualify and could be paid.
- b. NO

Quý vị có làm việc cho chính phủ liên bang Hoa Kỳ không?

- a. CÓ → *Explain:* Rất tiếc, chúng tôi không thể trả thù lao cho sự tham gia của quý vị nhưng chúng tôi rất mong quý vị sẽ tham gia nếu như quý vị có đủ điều kiện. Dẫu vậy, những thành viên trong gia đình của quý vị có thể hội đủ điều kiện và được trả thù lao, nếu họ không làm việc cho chính phủ liên bang.
- b. KHÔNG

7. What is your age? \_\_\_\_\_ YEARS OLD

CODE AGE CATEGORY:

- a. UNDER 18 – NOT ELIGIBLE
- b. 18-34

- c. 35-44
- d. 45-54
- e. 55-64
- f. 65 AND OLDER

Quý vị bao nhiêu tuổi? \_\_\_\_\_ TUỔI

CODE AGE CATEGORY:

- a. DƯỚI 18 – NOT ELIGIBLE
- b. 18-34
- c. 35-44
- d. 45-54
- e. 55-64
- f. 65 VÀ LỚN HƠN

8. What is the highest level of education you have completed \_\_\_\_\_

CODE EDUCATION CATEGORY 2:

- a. LESS THAN HS EQUIVALENT
- b. HS EQUIVALENT OR SOME COLLEGE
- c. COLLEGE+

Trình độ học vấn cao nhất của quý vị \_\_\_\_\_ ?

CODE EDUCATION CATEGORY 2:

- a. LESS THAN HS EQUIVALENT
- b. HS EQUIVALENT OR SOME COLLEGE
- c. COLLEGE+

9. Are you of Hispanic, Latino or Spanish origin?

- a. Yes ASK BRACKETED Q10
- b. No

Quý vị có phải người gốc Hispanic, Latino hoặc Tây Ban Nha không?

- c. Có ASK BRACKETED Q10
- d. Không

10. What is your race and origin? [What other race or origin are you?] PROBE UNTIL EXHAUSTED

11. Can you tell me more **about your ancestry or ethnic origin?**

Q10. MARK ALL THAT APPLY – FOR EACH  
MARKED ASK Q.11

**Q. 11 your ancestry or ethnic  
origin?**

<input type="checkbox"/> a. White	
<input type="checkbox"/> b. Black or African American	
<input type="checkbox"/> c. Middle Eastern	
<input type="checkbox"/> d. North African	
<input type="checkbox"/> e. American Indian/Alaska Native	
<input type="checkbox"/> f. Asian	
<input type="checkbox"/> g. Native Hawaiian or Pacific Islander	
<input type="checkbox"/> h. SOME OTHER	
<input type="checkbox"/> i. NO OTHER RACE [FOR HISPANIC=YES ONLY]	

Quý vị thuộc chủng tộc và gốc người nào? [Quý vị còn có chủng tộc hoặc gốc người nào khác không?] PROBE UNTIL EXHAUSTED

Quý vị có thể nói rõ thêm cho tôi biết **nguồn gốc của tổ tiên hoặc nguồn gốc sắc tộc của quý vị không?**

Q10. MARK ALL THAT APPLY – FOR EACH MARKED ASK Q.11	Q11 nguồn gốc tổ tiên hoặc nguồn gốc sắc tộc?
<input type="checkbox"/> a. Người Da Trắng	
<input type="checkbox"/> b. Người Da Đen	
<input type="checkbox"/> c. Người Trung Đông	
<input type="checkbox"/> d. Người Bắc Phi	
<input type="checkbox"/> e. Người Thổ Dân Châu Mỹ Da Đỏ hoặc Thổ Dân Alaska	
<input type="checkbox"/> f. Người Châu Á	
<input type="checkbox"/> g. Người Thổ Dân Hawaii hoặc Đảo Thái Bình Dương khác	
<input type="checkbox"/> h. NGUỒN GỐC KHÁC	
<input type="checkbox"/> i. KHÔNG CÓ NGUỒN GỐC[FOR HISPANIC=YES ONLY]	

12. In what country or territory were you born? [DON'T READ CHOICES, CIRCLE ONE.]

- a. UNITED STATES [ NOT ELIGIBLE SKIP TO Q 15]
- b. OTHER (SPECIFY: \_\_\_\_\_)

Quý vị sinh ra ở nước hoặc vùng nào? [DON'T READ CHOICES, CIRCLE ONE.]

- a. UNITED STATES [ NOT ELIGIBLE SKIP TO Q 15]

b. OTHER (SPECIFY: \_\_\_\_\_)

13. When did you first move to the U.S.? \_\_\_\_\_

CODE:

- a. 1990S OR EARLIER
- b. 2000-2009
- c. 2010+

Lần đầu tiên quý vị di cư sang Hoa Kỳ là vào năm nào? \_\_\_\_\_

CODE:

- a. 1990S OR EARLIER
- b. 2000-2009
- c. 2010+

14. How many years in total have you lived in the U.S.? \_\_\_\_\_

Quý vị đã sinh sống tại Hoa Kỳ tổng cộng được bao nhiêu năm? \_\_\_\_\_

15. What is your native language or languages? MARK ALL THAT APPLY ?

- a. [Target/screener language] SKIP to 16
- b. English – NOT ELIGIBLE SKIP TO 21
- c. Other (Specify: \_\_\_\_\_) Ask 15ci

Tiếng (các tiếng) mẹ đẻ của quý vị là gì? MARK ALL THAT APPLY ?

- a. [Tiếng Việt] SKIP to 16
- b. Tiếng Anh– NOT ELIGIBLE SKIP TO 21
- c. Khác (Liệt kê: \_\_\_\_\_) Ask 15ci

15c i. How well do you speak [Russian/Chinese/Korean/Vietnamese/Arabic/Spanish]?

- a. Very well
- b. Well- NOT ELIGIBLE
- c. Not well - NOT ELIGIBLE
- d. Not at all – Not eligible

Khả năng nói **Tiếng Việt** của quý vị như thế nào?

- a. Rất thành thạo
- b. Thành thạo - NOT ELIGIBLE
- c. Không thành thạo - NOT ELIGIBLE
- d. Không thể – NOT ELIGIBLE

16. How well do you read [Russian/Chinese/Korean/Vietnamese/Arabic/Spanish]?

- a. Very well
- b. Well
- c. Not well - NOT ELIGIBLE
- d. Not at all – NOT ELIGIBLE

Khả năng đọc **Tiếng Việt** của quý vị như thế nào?

- a. Rất thành thạo
- b. Thành thạo
- c. Không thành thạo - NOT ELIGIBLE
- d. Không biết – NOT ELIGIBLE

It's not necessary that you speak English to participate in our study, but I need to ask you a few questions about English now.

Quý vị không nhất thiết phải nói được tiếng Anh để tham gia nghiên cứu này, nhưng bây giờ tôi cần hỏi chút xíu về khả năng Tiếng Anh của quý vị.

17. How well do you speak **English**?  
Khả năng nói **tiếng Anh** của quý vị?

- a. Very well
- b. Well
- a. Rất thành thạo
- b. Thành thạo

- c. Not well
- d. Not at all
- c. Không thành thạo
- d. Không biết

18. How well do you read **English**?  
Khả năng đọc **tiếng Anh** của quý vị?

- a. Very well
- b. Well
- a. Rất thành thạo
- b. Thành thạo

- c. Not well
- d. Not at all
- c. Không thành thạo
- d. Không biết

ENGLISH VERY  
WELL = NOT  
ELIGIBLE

MONOLINGUAL  
ELIGIBLE SKIP  
TO Q21

19. Do you speak [Russian/Chinese/Korean/Vietnamese/Arabic/Spanish] better than English, English better than [Russian/Chinese/Korean/Vietnamese/Arabic/Spanish], or both about equally well?
- [Russian/Chinese/Korean/Vietnamese/Arabic/Spanish] better than English – Ask Q20
  - English better than Russian/Chinese/Korean/Vietnamese/Arabic/Spanish] -NOT ELIGIBLE
  - Both about equally well - Ask Q20

Quý vị nói tiếng Việt thành thạo hơn tiếng Anh, tiếng Anh thành thạo hơn tiếng Việt, hoặc cả hai bằng nhau?

- Tiếng Việt thành thạo hơn tiếng Anh – Ask Q20
- Tiếng Anh thành thạo hơn tiếng Việt -NOT ELIGIBLE
- Cả hai bằng nhau - Ask Q20

20. When both are available, do you prefer to complete forms in English or [Russian/Chinese/Korean/Vietnamese/Arabic/Spanish]? (Examples if confused: Government forms, questionnaires, school forms, medical forms)
- Target Language -TARGET DOMINANT BILINGUAL-ELIGIBLE
  - English – NOT ELIGIBLE
  - Either way – NOT ELIGIBLE

Nếu có cả hai thứ tiếng, quý vị muốn được điền đơn bằng tiếng Anh hay tiếng Việt? (Cho ví dụ nếu chưa hiểu: Các mẫu đơn hoặc bản câu hỏi của chính phủ, trường học, y tế).

- Tiếng Việt -TARGET DOMINANT BILINGUAL-ELIGIBLE
- Tiếng Anh – NOT ELIGIBLE
- Tiếng nào cũng được – NOT ELIGIBLE

21. How many people live in your household? \_\_\_\_\_

Có bao nhiêu người sống trong gia đình của quý vị? \_\_\_\_\_

**Now I just need to collect your contact information.**

**Bây giờ tôi cần thêm một vài thông tin để liên lạc quý vị.**

22. What is the best phone number for me to contact you if you qualify for the study? //Is it OK to send a text message at that number?

Phone: \_\_\_\_\_ Text yes/no

Is there another number as well? \_\_\_\_\_ Text yes/no

Số điện thoại nào tiện nhất để tôi liên lạc với quý vị nếu quý vị hội đủ điều kiện tham gia buổi hội thảo này? //Có thể nhắn tin vào số điện thoại này được không?

Phone: \_\_\_\_\_ Nhắn tin được/không

Quý vị có số điện thoại nào khác không? \_\_\_\_\_ Nhắn tin được/không

23. If you qualify for the study, I want to pass on some information about your general location to the interviewer. what neighborhood or town do you live in? [PROBE IF NECESSARY FOR SUBDIVISION/CROSS-STREETS/LOCAL LIBRARY, IF YOU DO NOT KNOW THE AREA GET CROSS STREETS (I.E. IN DC/SD)]

LOCATION: \_\_\_\_\_

Nếu quý vị hội đủ tiêu chuẩn tham gia cuộc nghiên cứu, tôi sẽ chuyển các thông tin tổng quát về nơi cư ngụ của quý vị tới người phỏng vấn. Quý vị ở khu hoặc thành phố nào? [PROBE IF NECESSARY FOR SUBDIVISION/CROSS-STREETS/LOCAL LIBRARY, IF YOU DO NOT KNOW THE AREA GET CROSS STREETS (I.E. IN DC/SD)]

LOCATION: \_\_\_\_\_

24. Thank you for your information. I'm going to pass it on to my supervisor *[this evening/Monday/etc.]* who will let me know if you qualify for the study. If you do *[I will call you back to confirm the time, date and location of the FG.]*

Cám ơn quý vị. Tôi sẽ chuyển các thông tin này tới cấp trên của tôi [tối nay/ngày mai/thứ hai/ v.v.] và họ sẽ cho tôi biết quý vị có được tuyển chọn hay không. Nếu quý vị được tuyển chọn [tôi sẽ gọi và cho quý vị biết giờ, ngày, tháng và địa điểm của buổi hội thảo].

Question	If any of these are marked the R is NOT ELIGIBLE	Bilingual Group ELIGIBILITY or EXCLUSION	Monolingual Group ELIGIBILITY or EXCLUSION	Comments/Notes
4	B			
7	A			
12	A			Per 11/7 discussion; can ask census for exceptions as appropriate
15	B			
15i	C or D			
16	C or D			
17	A			Speaks English 'Very well' is excluded
17 & 18 Both C OR D		Not Eligible	Monolingual Group Eligible	
17 & 18 R speaks English well OR reads English very well or well		Bilingual eligible if: NOT Q19=B AND Q20=A	Not eligible	

## **Appendix H7: Screening Questionnaire—Arabic**



## Screener QRML Focus Groups

**NARRATIVE FAQ:** Let me tell you a little bit about this study. The Census Bureau is conducting research to make the 2020 Census work better. We will be having a focus group about how people respond to census questions. A focus group is a group discussion between a research professional called a moderator and a small group of people, about 10, who have been pre-selected. The focus groups last about 90 minutes. We make a videotape of the focus group so we can have the project team review it for their research. If you do qualify and agree to participate, it is very important that you don't cancel since only a limited number of people are invited. If you attend the focus group we will pay you \$75. Do you have about 3 minutes for me to ask you the questions now to see if you qualify?

ID Assigned:

Location:

Recruiter Initials:

Date:

Ad running in R's area (if ad):

سرد بعض الأسئلة: دعني أحدثك قليلاً عن هذه الدراسة. يجري مكتب التعداد السكاني بحثاً لكي يجعل التعداد السكاني لعام 2020 أفضل. سوف نقوم بمجموعة نقاش لمعرفة كيف يجاوب الناس على أسئلة التعداد السكاني. مجموعة النقاش هي مناقشة جماعية بين خبير أبحاث، مسمّى وسيط، ومجموعة صغيرة من الناس حوالي عشر أشخاص، قد تم اختيارهم مسبقاً. المقابلة تستمر حوالي 90 دقيقة. سوف تسجل مجموعة النقاش، بالصوت والصورة، لكي يتمكن موظفو هذا المشروع من مراجعتها، لأهدافهم البحثية. إذا كنت مؤهلاً للإشتراك بهذه الدراسة، من المهم جداً أن لا تلغي الموعد، لأن هناك عدد محدود من الناس المدعوين. إذا شاركت في مجموعة النقاش سوف ندفع لك مبلغ \$75. هل عندك 3 دقائق الآن لكي أسألك الأسئلة لأرى إذا انت مؤهل لهذه الدراسة؟

### Bulleted FAQs:

- **PURPOSE:** The Census Bureau is conducting research to make the 2020 Census work better. They would like to understand more about how people respond to the census as well as how well the census forms and other materials work and how to improve them.

نقاط:

- الهدف: يقوم مكتب التعداد السكاني ببحث لتحسين التعداد السكاني لعام 2020، من خلال فهم كيف يستجيب الناس الى التعداد، بالإضافة إلى معرفة فعالية إستمارات ومواد التعداد وكيفية تحسينها.

- **INCENTIVE:** If you qualify for this study, we will pay you \$75 to help us complete this research.

- محفزات: إذا كنت مؤهلاً لهذه الدراسة فسوف تتقاضى مبلغ \$75 لكي تساعدنا في إكمال هذا البحث.

- **RTI/RSS:** RTI International is a nonprofit research organization (or RSS is a contract research firm). The Census Bureau contracted with us to conduct this research. We have assisted the Census Bureau with several research studies in the past.

- **RTI/RSS:** RTI International هي منظمة أبحاث غير ربحية (أو RSS شركة متعاهدة للبحوث). إن مكتب التعداد السكاني متعاقد معنا لإجراء هذه الأبحاث وقد قدمنا في الماضي مساعدات في هذا المجال لمكتب التعداد السكاني.

- **CONFIDENTIALITY:** The study is protected by US Code Title 13. Anyone working at RTI (OR RSS), including the interviewer or me, could either go to jail or pay a fine up to \$250,000 if we divulge any information about

Screener

[ONCE APPROVED: OMB Control Number: 0690-0030; Expiration: 06/30/17]

you.

- الخصوصية: هذه الدراسة يحميها القانون الأمريكي ( المادة 13 ) . ان كل العاملين في RTI (أو RSS) بما في ذلك الذين يجرون المقابلات وأنا شخصيا قد ندخل السجن أو ندفع غرامة مالية قدرها 250,000 دولار أمريكي، إذا أفشينا معلومات تتعلق بك.

- o **VERIFICATION:** You can call the study's project manager Mandy Sha at RTI International. [Ms. Sha speaks Spanish/Chinese]. Her number is (312) 456-5266. I can also have project or other researchers at the Census Bureau who designed this study contact you.

- تحقق: يمكن مخابرة مديرة مشروع الدراسة ماندي شا في RTI International. [هي تتكلم اللغة الإسبانية والصينية]. رقم هاتفها هو 456-5266 (312). يمكن أيضا أن يتصل بك باحثون مختصون بهذه الدراسة، من مكتب التعداد السكاني.

### **[Note Concerns or Questions]**

## **START HERE**

1. What is your name? \_\_\_\_\_

1- ما اسمك؟ \_\_\_\_\_

2. And how did you hear about this study?

2- كيف سمعت عن هذه الدراسة؟

- a. FRIENDS
- b. FLYER
- c. NEWSPAPER AD
- d. INTERNET AD
- e. OTHERS (SPECIFY: \_\_\_\_\_)

3. You said that you [saw] the ad on [way heard]; Can you tell me about your situation and why you thought you might qualify for the study? PROBE IF NEEDED: What city do you live in? \_\_\_\_\_

3- قلت بأنك رأيت الإعلان (بالطريقة التي سمعتها)؛ هل يمكنك أن تخبرنا عن وضعك ولماذا تعتبر نفسك مؤهلاً للدراسة؟  
PROBE IF NEEDED : في أي مدينة تعيش؟ \_\_\_\_\_

4. If you are eligible, are you available on (DATES) (TIMES) to participate in a focus group? The FG will be held in (GIVE PLACE DETERMINED BY WHERE R IS LOCATED) [PROVIDE DATES AND TIMES FOR BOTH MONOLINGUAL AND BILINGUAL GROUPS UNLESS THEIR RESPONSE CLEARLY INDICATES THEY ARE BILINGUAL]

4-إذا كنت مؤهل، هل أنت حاضر للاشتراك في مجموعة النقاش في (التاريخ)(الوقت)؟ مجموعة التركيز ستكون في

(GIVE PLACE DETERMINED BY WHERE R IS LOCATED) [PROVIDE DATES AND TIMES FOR BOTH MONOLINGUAL AND BILINGUAL GROUPS UNLESS THEIR RESPONSE CLEARLY INDICATES THEY ARE BILINGUAL].

- a. Yes
- b. No (IF UNABLE TO MAKE ANY OF THE TIMES, EXPLAIN THAT THEY DO NOT QUALIFY FOR THIS FOCUS GROUP, IF THEY KNOW SOMONE ELSE WHO MIGHT QUALIFY, THEY CAN PASS THE INFORMATION ALONG)

5. Are you male or female?

5-هل أنت ذكر أم أنثى؟

- a. Male
- b. Female
- c. OTHER/SOMETHING ELSE

6. Do you work for the United States federal government?

- a. YES [Explain: Unfortunately you cannot be paid for your study participation but we would still like you to participate if you qualify. Also, other household members who do not work for the federal government might qualify and could be paid.]
- b. NO

6-هل تعمل لحساب الحكومة الفيدرالية للولايات المتحدة الأمريكية؟

أ. نعم - إشرح: للأسف لا يمكن أن ندفع لك بدل مشاركتك في هذه الدراسة ولكن نحب أن تشارك إذا كنت مؤهلاً. إذا كان هناك بعض أعضاء المنزل لا يعملون لصالح الحكومة الفيدرالية فيمكنهم أن يشاركوا ويتقاضوا البديل المالي إذا كانوا مؤهلين.

ب- لا

7. What is your age? \_\_\_\_\_ YEARS OLD

7- ما عمرك؟ \_\_\_\_\_

CODE AGE CATEGORY:

- a. UNDER 18 – NOT ELIGIBLE
- b. 18-34
- c. 35-44
- d. 45-54
- e. 55-64
- f. 65 AND OLDER

8. What is the highest level of education you have completed \_\_\_\_\_

8- ما هو أعلى مستوى علمي أكملته؟ \_\_\_\_\_

CODE EDUCATION CATEGORY 2:

- a. LESS THAN HS EQUIVALENT
- b. HS EQUIVALENT OR SOME COLLEGE
- c. COLLEGE+

9. Are you of Hispanic, Latino or Spanish origin?

9-هل انت هسباني أو من أصل لاتيني أو إسباني؟

- a. Yes ASK BRACKETED Q10
- b. No

10. What is your race and origin? [What other race or origin are you?] PROBE UNTIL EXHAUSTED

10-ما هو جنسك وأصلك؟ (هل هناك أي أجناس أو أصول أخرى؟) PROBE UNTIL EXHAUSTED

11. Can you tell me more **about your ancestry or ethnic origin?**

11-هل يمكنك أن تكلمني أكثر عن أصلك أو عرقك؟

Q10. MARK ALL THAT APPLY – FOR EACH MARKED ASK Q.11	Q. 11 your ancestry or ethnic origin?
<input type="checkbox"/> a. White	
<input type="checkbox"/> b. Black or African American	
<input type="checkbox"/> c. Middle Eastern	
<input type="checkbox"/> d. North African	
<input type="checkbox"/> e. American Indian/Alaska Native	
<input type="checkbox"/> f. Asian	
<input type="checkbox"/> g. Native Hawaiian or Pacific Islander	
<input type="checkbox"/> h. SOME OTHER RACE _____	
<input type="checkbox"/> i. NO OTHER RACE [FOR HISPANIC=YES ONLY]	

12. In what country or territory were you born? [DON'T READ CHOICES, CIRCLE ONE.]

12-في أي بلد أو أرض ولدت؟

- a. UNITED STATES [ NOT ELIGIBLE SKIP TO Q 15]
- b. OTHER (SPECIFY: \_\_\_\_\_)

13. When did you first move to the U.S.? \_\_\_\_\_

13-متى جئت لأول مرة إلى الولايات المتحدة الأمريكية؟

CODE:

- a. 1990S OR EARLIER
- b. 2000-2009
- c. 2010+

14. How many years in total have you lived in the U.S.? \_\_\_\_\_

14- ما مجموع عدد السنوات التي عشتها في الولايات المتحدة الأمريكية؟ \_\_\_\_\_

15. What is your native language or languages? MARK ALL THAT APPLY ?

15- ما هي لغتك الأم ؟ عَلم على كل ما ينطبق.

☐ a. Arabic SKIP to 16

☐ b. English – NOT ELIGIBLE SKIP TO 21

☐ c. Other (Specify: \_\_\_\_\_) Ask 15ci

15c i. How well do you speak **Arabic**?

15ci- كيف تتقن تكلم اللغة العربية؟

a. Very well

b. Well- NOT ELIGIBLE

c. Not well - NOT ELIGIBLE

d. Not at all – NOT ELIGIBLE

16. How well do you read **Arabic**?

16- كيف تتقن قراءة اللغة العربية؟

a. Very well

b. Well

c. Not well - NOT ELIGIBLE

d. Not at all – NOT ELIGIBLE

It's not necessary that you speak English to participate in our study, but I need to ask you a few questions about English now.

17. How well do you speak **English**?

a. Very well b. Well

c. Not well d. Not at all

18. How well do you read **English**?

a. Very well b. Well

c. Not well d. Not at all

ENGLISH VERY  
WELL = NOT  
ELIGIBLE

MONOLINGUAL  
ELIGIBLE SKIP  
TO Q21

ليس من الضروري أن تتكلم الإنجليزية لتشارك في هذه الدراسة، ولكن أنا بحاجة أن أسألك الآن أسئلة عن اللغة الإنجليزية.

17 - كيف تتقن التحدث بالإنجليزية ؟

أ- جيد جداً ب- جيد

ت- ليس جيداً ث- لا مطلقاً

ENGLISH VERY  
WELL = NOT  
ELIGIBLE

18 - كيف تتقن القراءة بالإنجليزية ؟

أ- جيد جداً ب- جيد

ت- ليس جيداً ث- لا مطلقاً

MONOLINGUAL  
ELIGIBLE SKIP  
TO Q21

19. Do you speak Arabic better than English, English better than Arabic, or both about equally well?

19 - هل تتحدث العربية بشكل أفضل من الانجليزية؟ أم تتحدث الانجليزية بشكل أفضل من العربية ؟ أم أنك تتحدث اللغتين بنفس المستوى؟

- a. Arabic better than English – Ask Q20
- b. English better than Arabic -NOT ELIGIBLE
- c. Both about equally well - Ask Q20

20. When both are available, do you prefer to complete forms in English or Arabic? (Examples if confused: Government forms, questionnaires, school forms, medical forms)

20- عندما تتوفر الإستمارات باللغتين الإنكليزية والعربية، بأي لغة تفضل إكمالها؟

- a. Arabic -TARGET DOMINANT BILINGUAL-ELIGIBLE
- b. English – NOT ELIGIBLE
- c. Either way – NOT ELIGIBLE

21. How many people live in your household? \_\_\_\_\_

21- كم عدد الأشخاص الذين يعيشون في هذا المنزل؟ \_\_\_\_\_

**Now I just need to collect your contact information.**

الآن أريد أن أجمع معلومات للاتصال بك.

22. What is the best phone number for me to contact you if you qualify for the study? //Is it OK to send a text message at that number?

Phone: \_\_\_\_\_ Text yes/no

Is there another number as well? \_\_\_\_\_ Text yes/no

22- ما هو أفضل رقم هاتف للاتصال بك في حال كنت مؤهلاً للإشتراك بالدراسة؟ هل توافق أن نرسل لك رسالة خطية على هذا الرقم؟

رسالة نصية نعم / لا :هاتف: \_\_\_\_\_

رسالة نصية نعم / لا هل هناك رقم آخر إضافي؟ \_\_\_\_\_

23. If you qualify for the study, I want to pass on some information about your general location to the interviewer. what neighborhood or town do you live in? [PROBE IF NECESSARY FOR SUBDIVISION/CROSS-STREETS/LOCAL LIBRARY, IF YOU DO NOT KNOW THE AREA GET CROSS STREETS (I.E. IN DC/SD)]

LOCATION: \_\_\_\_\_

Thank you for your information. I'm going to pass it on to my supervisor [this evening/Monday/etc.] who will let me know if you qualify for the study. If you do [I will call you back to confirm the time, date and location of the FG.



23- في حال كنت مؤهلاً للدراسة أريد أن أنقل بعض المعلومات للشخص الذي سيجري المقابلة بخصوص موقعك وفي أي حي أو مدينة تعيش؟ [PROBE IF NECESSARY FOR SUBDIVISION/CROSS-STREETS/LOCAL LIBRARY, IF YOU DO NOT KNOW THE AREA GET CROSS STREETS (I.E. IN DC/SD)]

المكان:

شكراً على المعلومات. سأنقلها إلى المسؤول عني [هذا المساء/اليوم/الخ.]. وهو سيعلمني إذا كنت مؤهلاً لهذه الدراسة. فإذا كان ذلك [سوف أخبرك وأعلمك عن وقت وتاريخ وموقع المقابلة].

Question	If any of these are marked the R is NOT ELIGIBLE	Bilingual Group ELIGIBILITY or EXCLUSION	Monolingual Group ELIGIBILITY or EXCLUSION	Comments/Notes
4	B			
7	A			
12	A			Per 11/7 discussion; can ask census for exceptions as appropriate
15	B			
15i	C or D			
16	C or D			
17	A			Speaks English 'Very well' is excluded
17 & 18 Both C OR D		Not Eligible	Monolingual Group Eligible	
17 & 18 R speaks English well OR reads English very well or well		Bilingual eligible if: NOT Q19=B AND Q20=A	Not eligible	

## **Appendix H8: Screening Questionnaire—English**

Multilingual FG Research  
Recruitment Screener for English-Language Groups

Hello, I'm \_\_\_\_\_ from the Census Bureau.

**Bulleted FAQs:**

- **PURPOSE:** The Census Bureau is conducting focus group research to make the 2020 Census work better. The focus groups last about 90 minutes.
- **INCENTIVE:** If you qualify for this study, we will pay you \$75 to help us complete this research.

- Auto filled: ID Number
- Auto filled: Last Contact Date
- Auto filled: Eligible Date

1. What is your name?

First name: [                      ]  
Last name(s): [                      ]

2. What is your daytime telephone number?

*[Probe for all 3 phone numbers]*

Mobile                      ([    ]) [    ] – [    ]  
Home (if not mobile)      ([    ]) [    ] – [    ]  
Work (if any)              ([    ]) [    ] – [    ] EXT. [    ]

30a. IF PROVIDED MOBILE NUMBER: If you are eligible to participate in a study, we may send you a text message to remind you of your appointment. Can you receive text messages, or do you prefer not receive them?

3. If you are eligible to participate in a study, we may send you an email confirmation with directions to the interview or focus group location. What is the e-mail address we could use when sending directions?

[                      ]

4. What is your native language or languages?

[ ] Spanish  
[ ] English  
[ ] Other (Specify: \_\_\_\_\_)

5. [FOR BILINGUAL-SPANISH SPEAKERS ONLY] We do interviews and focus groups in many different languages at the Census Bureau. I'd like to start by asking you about your Spanish. How well do you speak Spanish?

- O Very well
- O Well
- O Not well
- O Not at all

6. [FOR BILINGUAL-SPANISH SPEAKERS ONLY] How well do you read Spanish?
- ☐ Very well
  - ☐ Well
  - ☐ Not well
  - ☐ Not at all
7. [FOR BILINGUAL-SPANISH SPEAKERS ONLY] [IF NEEDED]: It's not necessary that you speak English to participate in one of our studies, but I need to ask you a few questions about English now.] How well do you speak English?
- ☐ Very well
  - ☐ Well
  - ☐ Not well
  - ☐ Not at all
8. [FOR BILINGUAL-SPANISH SPEAKERS ONLY] How well do you read English?
- ☐ Very well
  - ☐ Well
  - ☐ Not well
  - ☐ Not at all
9. [FOR BILINGUAL-SPANISH SPEAKERS ONLY] Would you say you speak Spanish better than English, English better than Spanish, or both about equally well?
- ☐ Spanish better than English
  - ☐ English better than Spanish
  - ☐ Both about equally well
10. [FOR BILINGUAL-SPANISH SPEAKERS ONLY] When you have a choice between English and Spanish, do you typically participate in surveys or fill out forms in...?
- ☐ Spanish
  - ☐ English
  - ☐ Both equally often
11. [FOR BILINGUAL-SPANISH SPEAKERS ONLY] [IF NOT MENTIONED AT Q4] Do you speak any indigenous language?
- ☐ Yes (Specify: \_\_\_\_\_)
  - ☐ No
12. [FOR BILINGUAL-SPANISH SPEAKERS ONLY] Do either of your parents speak an indigenous language?
- ☐ Yes (Specify: \_\_\_\_\_)
  - ☐ No
13. ASK/CONFIRM IF NOT OBVIOUS: Are you male or female?
- ☐ Male
  - ☐ Female
14. Are you of Hispanic, Latino, or Spanish origin?
- ☐ Yes
  - ☐ No

15. What is your race? Please select one or more. White, Black or African American, American Indian or Alaska Native, Asian, or Native Hawaiian or other Pacific Islander?

*(Allow up to 3 answers)*

- ☐ White
- ☐ Black or African American
- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Native Hawaiian or other Pacific Islander

16. [FOR BILINGUAL-SPANISH SPEAKERS ONLY] With regard to your culture, do you consider yourself indigenous?
- ☐ Yes
  - ☐ No

17. In what year were you born? \_\_\_\_\_

18. Were you born in the United States or in another country?
- ☐ United States → SKIP TO Q8
  - ☐ Another country

7a. In what country were you born? \_\_\_\_\_

7b. How long have you been in the United States? \_\_\_\_\_

- 7c. Were any of your other household members born in the U.S.?
- ☐ Yes
  - ☐ No

- 7d. Did you complete your schooling in the U.S. or in another country?
- ☐ United States → SKIP TO Q8
  - ☐ Another country

7e. In what country did you complete your schooling? \_\_\_\_\_

19. What is the highest grade of school you have completed, or the highest degree you have received?

*(do not read categories to respondent)*

- ☐ Less than high school
- ☐ Completed high school
- ☐ Some college, no degree
- ☐ Associate's degree (AA/AS)
- ☐ Bachelor's Degree (BA/BS)
- ☐ Post-Bachelor's degree (For example MA, MS, Ph.D, JD, etc.)
- ☐ Other (specify)\_\_\_\_\_

20. Are you working for pay full-time, part-time, or are you not working for pay at this time?

- ☐ Full-time
- ☐ Part-time
- ☐ Not working for pay at this time → SKIP TO Q10

a. What is your current job title or job description?

[ ]

b. Are you employed by the Federal Government? (*if federal contractor, mark NO*)

- ☐ Yes
- ☐ No

21. In what city, state, and ZIP code do you currently live?

City:  State:  ZIP Code:

22. Do you own a cell phone?

- ☐ Yes
- ☐ No → SKIP TO Q24

23a. Some cell phones are called “smartphones” because of certain features they have. Is your cell phone a smartphone, such as an iPhone, Android, Blackberry or Windows phone, or are you not sure?

- ☐ Yes
- ☐ No
- ☐ Not sure

23. Do you own a desktop or laptop computer, or both?

- ☐ Desktop computer
- ☐ Laptop computer
- ☐ Both desktop and laptop computer
- ☐ Neither

24. Do you own a tablet computer such as an iPad, Samsung Galaxy Tab, Google Nexus, or Kindle Fire?

- ☐ Yes
- ☐ No

25. Do you have at least one year of Internet experience?

- ☐ Yes
- ☐ No → SKIP TO Q27

25a. How often do you use the Internet either on a computer or on a mobile device like a smartphone or tablet?...Several times a day, about once a day, a few times a week, a few times a month, or a few times a year?

- ☐ Several times a day
- ☐ About once a day
- ☐ A few times a week
- ☐ A few times a month
- ☐ A few times a year
- ☐ Not at all *[do not read to respondent]*

25b. Name two things you do on the Internet besides e-mail.

[                      ]  
[                      ]

Internet Activity #1:

Research  
Social media/communication (Facebook, Twitter, Craigslist)  
Shopping  
Banking or paying bills online  
Music / movies / videos  
Gaming  
News  
Travel (directions/reservations)  
Employment  
Other

Internet Activity #2:

Research  
Social media/communication (Facebook, Twitter, Craigslist)  
Shopping  
Banking or paying bills online  
Music / movies / videos  
Gaming  
News  
Travel (directions/reservations)  
Employment  
Other

26. How many people age 18 or older currently live in your household, INCLUDING yourself?

[   ]

27. How many people younger than 18 currently live in your household?

[   ]

28. For each of the [ANSWER TO Q11] people that live in your household, I'd like to ask you their relationship to you. I don't need their names – just their relationship to you.

*Don't read*

- ☐ Opposite sex husband/wife
- ☐ Same sex husband/wife
- ☐ Opposite sex unmarried partner
- ☐ Same sex unmarried partner
- ☐ Son or daughter
- ☐ Brother or sister
- ☐ Father or mother
- ☐ Granchild
- ☐ Parent-in-law
- ☐ Son-in-law or daughter-in-law
- ☐ Other relative (specify: \_\_\_\_\_)
- ☐ Housemate or roommate
- ☐ Roomer or boarder
- ☐ Landlord
- ☐ Other nonrelative (specify: \_\_\_\_\_)

29. If you were asked to do a survey, would you rather complete it on paper, over the phone, or online?

30. How did you hear about this research opportunity?

- ☐ E-mail link
- ☐ Census Bureau employee
- ☐ Friend or family member (but not a Census Bureau employee)
- ☐ Facebook
- ☐ Twitter
- ☐ LinkedIn
- ☐ Craigslist
- ☐ Google advertisement
- ☐ Flyer
- ☐ Newspaper advertisement
- ☐ Other – specify [                      ]

31. Have you participated in any research studies with the U.S. Census Bureau?

- ☐ Yes
- ☐ No → SKIP TO Q29



28a. IF YES: When? \_\_\_\_\_ [IF NEEDED: Was it within the last 3 months?]

28b. IF YES: What study did you participate in? \_\_\_\_\_ [IF NEEDED: Do you remember what the survey was about? Was it on the internet, on paper, or did someone read the survey out loud to you?

32. Would you be willing to come to our office in Suitland, Maryland, to participate in a research study??

☐ Yes

☐ No

33. Is your household's annual income ...

☐ Above \$25,000?

☐ [IF YES] Above \$50,000?

☐ [IF YES] Above \$100,000?

34. ASK ONLY IF SCHEDULING A RESPONDENT TO PARTICIPATE IN A SESSION INSIDE THE BUILDING. DO NOT ASK ALL RESPONDENTS. Are you a United States citizen or permanent resident? You do not have to be a U.S. citizen to participate in our studies.

☐ Yes

☐ No → THANK AND END OR SCHEDULE AS APPROPRIATE

33b. IF YES: Which one? Are you a US citizen, or a permanent resident?

☐ US Citizen → THANK AND END OR SCHEDULE AS APPROPRIATE

☐ Permanent resident

33c. ASK ONLY IF SCHEDULING THIS RESPONDENT FOR AN APPOINTMENT INSIDE THE BUILDING. DO NOT ASK ALL RESPONDENTS. In order to meet our security requirements, I have to collect your full name as it appears on your identification, date of birth, passport number, green card number, city and country of birth, and country of citizenship. This information is only used to expedite your entry into our building. What is your:

Full name (first, middle, last name(s)): \_\_\_\_\_

Date of birth: \_\_\_\_\_

Passport number: \_\_\_\_\_

Green card number: \_\_\_\_\_

City of birth: \_\_\_\_\_

Country of birth: \_\_\_\_\_

Country of citizenship: \_\_\_\_\_

THANK AND END OR SCHEDULE AS APPROPRIATE.

## **Appendix I: Trend in Perception of Census Messages**

**Chinese.** Findings from the Chinese-language focus group discussions suggest a shift in the Chinese community in terms of Chinese immigrants' perceptions of and reactions to Census messages from the last decade. Compared with findings from previous studies on Chinese immigrants' reactions to Census messages (e.g., Pan et al., 2006, 2008; Pan & Landreth, 2009; Shepherd et al., 2012), this study shows several different trends. First, participants in the current study showed a heightened level of safety concerns. Most critical comments and worries are centered around safety. Second, they also showed a higher level of awareness of legal requirements. The mandatory nature of the Census was positively received by the Chinese-language group participants. Third, the current Chinese community is more aware of the risk and possible ways to leak personal information and, therefore, has an increased need for protecting personal information and for privacy assurance. These concerns seem to override many interactional norms or cultural expectations in a situation like the Census interview.

**Korean.** Findings from the Korean-language focus group discussions suggest a shift in the Korean community in terms of Korean immigrants' perception of and reactions to census messages from the last decade. Compared with findings from previous studies on Korean immigrants' reactions to census messages (e.g., Pan et al., 2006, 2008; Pan & Landreth, 2009; Yoon, Pan, & Lubkemann, 2012), this study shows several different trends. First, the current Korean immigrant community has more safety concerns. Most critical comments and worries were centered on the issue of safety. Second, there is an increased awareness of the risk of leaking personal information; therefore, the need for privacy assurance is greater. This increased awareness seemed even more serious for undocumented Korean immigrants because of the changes in the current political atmosphere. These concerns seem to override many interactional norms or cultural expectations in census interview situations.

**Vietnamese.** Findings from the Vietnamese-language focus group discussions suggest that there are certain trends in Vietnamese immigrants' perceptions of and reactions to census messages. First, they are sensitive to messages related to benefits. Increased possibility of securing more benefits is the most encouraging message. At the same time, fear of losing current benefits emerges when they are asked to provide their information to the government. Second, their attitude toward interacting with government representatives, which may be due to their experience of a communist regime, is observed in their reactions to certain words and nonverbal behavior presented by a Census interviewer. Third, proof of interviewer's legitimacy is important and there is a strong preference to have a written document from the Census Bureau for full assurance of legitimacy. These findings are

consistent with the previous studies (e.g., Pan and Landreth, 2009; Pan and Lubkemann, 2012; Sha et al., 2016).

**Arabic.** Findings from the Arabic-language focus group discussions suggest some influences to Arabic speakers' perceptions of and reactions to census messages that were not salient from previous studies (e.g., Pan & Landreth, 2009; Pan & Lubkemann, 2012; Ajrouch, Pan & Lubkemann 2012). First, the focus group participants had safety concerns that are expressed as a fear of deportation or mistrust of government representatives. Some participants explained that these concerns stemmed from the unwelcoming current environment they perceived. When this is added to the everyday concern of public safety (e.g., crimes) or risk of compromising personal information, the concerns are expressed as a distrust of unsolicited visits at the doorstep. Participants of Arabic-language focus groups in this study wanted to have proof of legitimacy and a strong assurance of confidentiality, such as the interviewer's business card or signature from the authorities, as well as written documents from the Census Bureau. Second, while the focus group participants would accept the mandatory participation, they reacted to the message even more positively when they perceived it as a civic duty and as a right of people who live in the United States. Many participants (about one-third were recent refugees) saw this message as a sign of the nation embracing them and felt empowered by the message.